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ABSTRACT

The second year of a project that developed and implemented a model for on-bus instruction during travel time from two high schools to area vocational centers demonstrated that such an innovative delivery system was viable and effective. All units from Pollock's "A Curriculum Guide for Pre-Employment Skills" were adapted for use in the project. Worksheets and tests were developed to supplement the taped materials. Six units on basic mathematics were also taped for use during on-bus instruction. Students in experimental groups scored higher on posttests for knowledge of employability/job survival skills but did not acquire a favorable attitude toward using bus time for instructional purposes. Following the 13-page abstract are extensive appendixes, including a manuscript submitted for publication describing the project, a summation of evaluation data, and cognitive and attitudinal measures. Printed copies are provided of the material found on the tapes and student handouts that include information sheets, worksheets, and tests. A sheet preceding the materials for each tape indicates unit, lesson, and tape number or letter; title; topic; objective; activities; and required materials. Topics include sources of employment, resume writing, contact with employers, completing job applications, job interviewing techniques, what to expect after one is hired, job survival skills, and mathematics. (YLB)

ED250486

Final Report FY 1983-84: "Working at Saving Time in Education: An Innovative Vocational Education Delivery System

Project Staff: Jule Dee Scarborough
Joseph R. Ellis

Agency: Department of Industry and Technology
Northern Illinois University
DeKalb, Illinois 60115

Sponsored by: Illinois State Board of Education

Department of Adult Vocational and Technical Education

Date: June, 1984

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A. Final Report Abstract

Title of Project: Working at Saving Time in Education: An Innovative Delivery System for Vocational Education

Funding Agreement Number: R-31-24-X-1102-472

Principal Investigator: Jule Dee Scarborough

Institution: Northern Illinois University

Location: DeKalb, Illinois 60115

Time Period Covered: 1 July 1983 - 30 June 1984

Major Accomplishments of the Project

1) Developed, revised, implemented and evaluated model for on-bus instruction during travel time from two high schools to area vocational centers.

2) The model includes all units adapted from Pollock's *A Curriculum Guide for Pre-Employment Skills*, a DAVTE funded project, 1978. It also included 6 optional review units on basic mathematics.

3) This project created interest in making use of on-bus travel time to area vocational centers and more specifically interest in the outcomes of this project as well as possible participation.

4) As a result of the operation of Project Waste, Jo Daviess AVC and feeder schools are seeking support to fully implement the model during the 1984-85 school year.

Potential Impact on Vocational Education

The project has demonstrated that vocational education learning experiences can be delivered efficiently and effectively to students while riding school buses. However, the impact could be considerably broadened with the development of materials directly related to the area vocational center's technical areas and to other academic courses required for high school graduation.

Product Delivered

Pollock's tape adapted version of units of study including six original units on mathematics, as well as copies of all handouts, worksheets, and attitude and cognitive tests which were used as instructional materials on the school bus are available as part of the final report. Also delivered were quarterly reports and a final report.

Additionally, the research results of the field testing of on-bus instruction are presented in this report for the cognitive and affective outcomes sought (see Tables in Appendix D).

B. Expenditure of Funds

The original funding agreement was July 1, 1983 through June 30, 1984. A copy of the final budget is attached. Final reimbursement will be requested by Northern Illinois University's Fiscal Officer.

C. Paid Participants

Jule Dee Scarborough, Director
Department of Industry and Technology
Northern Illinois University
(1 month)
(See Appendix A for Vita)

Brenda Elliott, secretary
Annette Molitor, secretary

Joseph R. Ellis, Research Facilitator/Evaluator
Department of Learning, Development and Special Education
Northern Illinois University
(1 month)
(See Appendix A for Vita)

Jack Bandstra
Technical consultant
Department of Industry and Technology
Northern Illinois University
(6 months)

Budget

		Budget Request from State Board	Local Contribution	Total
I.	Salaries			
	1. Project Director Jule Scarborough 1 month @ $2353	$ 2355	0	$ 2355
	2. Project Facilitator/ Evaluator Joe Ellis 1 month @ $3980	3980	0	3980
	Fringe benefits @ 16% of 6333	1014	0	1014
	Graduate Assistant 9 Months @ 400/month	3600	0	3600
	Clerical Assistant, 218 hours @ $4.58/hour	1000	0	1000
	Subtotal	$11949	0	$11949
II.	Contractual Services			
	1. Consultant services	$ 3500	0	$ 3500
	2. Consultant travel, lodging and per diem at prevailing Illinois State Board of Education rates	300	0	300
	3. Printing and Duplicating	350	0	350
	4. Telephone	100	0	100
	5. Postage	45	0	45
	Subtotal	$ 4295	0	$ 4295
III.	Materials and Supplies			
	1. Headph one (35 @ 12/set)	400	0	400
	2. Multi-Channel Cassette Player	2500	0	2500

3. Paper, art supplies, pencils	$ 250	0	$ 250
Subtotal	$ 3150	0	$ 3150
IV. Travel			
Project staff travel lodging and per diem at prevailing Illinois State Board of Education Rates			
Auto	800	0	$ 800
Lodging (4 nights @ 27/night)	108	0	108
Per diem (4 days @ 17/day)	68	0	68
Subtotal	$ 976	0	$ 976
Total Direct Costs	$20370	0	$20370
V. Other Related Expenses			
Indirect costs (.08)	$ 1630	0	$ 1630
TOTAL	$22000	0	$18000

D. Resource Listing

1. Material Resources (Not applicable)

2. Human Resources

Harvey Bos, Director
Mid-Valley Area Vocational Center
Kaneville, IL

Larry Zikmund
Jo Daviess Carroll AVC
Elizabeth, IL 61028

Ron Kalicke
Geneva High School
Geneva, IL 60134

Mike Garrity
East Dubuque High School
East Dubuque, Iowa

Jo Daviess Carroll AVC
East Dubuque High School
Mid Valley AVC
Geneva High School

3. Equipment

78 Head Sets

26 Cassette Players

1 Car Tapedeck

1 Car Power Booster

56 Lap Boards

E. Major Accomplishments and Significant Findings of the Project

1. Objectives, Activities, Judgments, and Impact

a. Objectives

1) By December 15, 1983, the tape adaptation of the Pollock curriculum materials on employability/job survival skills (see

Appendix E) will be completed for on-bus use.

2) By January 30, 1984, tape six units on basic mathematics for use during the on-bus instruction will be developed and available for use on the school bus (see Appendix E).

3) Those students who participate in the project who receive on-bus instruction will differ significantly on measures of their knowledge of employability/job survival skills from those students who do not receive on-bus instruction (see Tables in Appendix D).

4) Those students who participate in the project who receive on-bus instruction will differ significantly on measures of their attitude toward how they spend their time on the school bus from those students who do not receive on-bus instruction (see Tables in Appendix D).

b. Activities

1) For objective #1:

Fall 1983 - Engaged instructional technologist for tape adaptation of Pollock's materials for use on bus. The tapes prepared for Jo Daviess Carroll AVC were in 30-minute segments. There were 30 such tapes. The tapes prepared for Mid Valley AVC were in 15-

minute segments. There were 60 such tapes. Worksheets and tests were developed to supplement Pollock's materials (see Appendix E for printed copy of these materials).

2) For objective #2:

Engaged consultant to develop six math units for use on bus. Engaged a vocational educator to critique both Pollock's adapted materials and the math units. There were 15 such tapes (see Appendix E for printed copy of the materials).

3) For objective #3:

Use developed materials as on-bus instruction for students riding from high schools to area vocational centers.

4) For objective #4:

As part of the on-bus instruction, students received pre-post cognitive and attitude measures. Control groups consisting of students not receiving on-bus instruction were given the same pre-post measures (see Appendix F).

c. Judgments

1) For objective #1:

A model for on-bus instruction was developed and tested. The nature of the content of the model was expanded to make it more comprehensible for students. The model lends itself to adaptation to other aspects of vocational education as well as other curriculum areas in which the instruction can be provided effectively primarily through oral communication.

2) For objective #2:

Six math units were developed and used on the bus. The experience with on-bus instruction indicates that this approach to instruction is adaptable to other areas of curriculum.

3) For objective #3:

The Jo Daviess Carroll AVC experimental group scored significantly higher on the posttest for knowledge of employability/job survival skills. The Geneva High School experimental group approached significant difference on the posttest for knowledge on employability/job survival skills. For practical purposes it can be assumed that they achieved the objective. Therefore, objective #3 was achieved (see Tables in Appendix D).

4) For objective #4:

The students in both experimental groups did not acquire a favorable attitude toward using bus time from high school to career vocational centers for instructional purposes. In the opinion of the project personnel, the delay in equipping the busses caused the project to be delayed in starting, thus causing confusion contributing to negative attitudes on the part of the students. Students perceived the on-bus instruction to be an intrusion on their habits of using bus time as free/social time (see Tables in Appendix D).

d. Impact

While it is too early to assess direct impact, there has been considerable interest in continued and expanded implementation by public school personnel and area vocational center personnel. Jo Daviess Carroll AVC is seeking funding for full implementation of the model developed as part of Project Waste for the 1983-84 school year.

2. Products Abstract (see Appendix B)

3. Major Dissemination Activities

Dissemination activities fell into two categories: Dissemination activities conducted on the NIU campus, and dissemination activities off campus. The purpose for dissemination was to create awareness and deliver general information about this innovation delivery system for vocational education. The target audience for dissemination was vocational education students, staff, and administrators.

Dissemination on campus was accomplished through meetings.

- The project director described the project to the faculty within the Department of Industry and Technology during the semester meeting of 1982.
- The project director and project facilitator/evaluator met with Tom Erekson, Research Coordinator for Vocational & Technical and Career Education and the following to create an awareness of the Project's goals and objectives.
- Proposals for presentation were submitted to:
  a) Illinois Vocational Association (rejected)
  b) The Illinois Association for Pupil Transportation (accepted and presented; see Appendix C)
  c) The Illinois Association of Teacher Educators (accepted and presented; see Appendix C)

State-wide dissemination was accomplished through letters, progress reports and journal articles.

- The project director wrote a letter to every area vocational director in the state of Illinois announcing and describing the project.
- The project director and facilitator/evaluator wrote manuscripts and submitted them to the following journals for publication:

- An alternative approach for delivering vocational education learning experiences to high school students. Submitted to *Journal of Industrial Teacher Educators* (rejected).
- Working at saving time in education--An innovative delivery system for vocational education
  Submitted to *Voc Ed* (being reviewed).
- Working at saving time in education--An innovative delivery system for vocational education--Final report - ERIC.
- The project director mailed quarterly project reports not only to *contract* officers, but to all the area vocational center directors in the state of Illinois.

4. Staff Development

   Not Applicable.

5. Publicity

   Project Waste was publicized through the letter to Area Vocational Center directors announcing the Project, the quarterly progress reports and the manuscripts submitted for journal articles.

F. Problems

There were several problems encountered--mostly during the pilot phase of the project. They are described below:

Problem	Corrective Action Taken
1. getting quality tapes without funds for sound room.	-through The Department of Industry and Technology, acquired use of sound room for taping on NIU campus.
2. getting enough volume after wiring the bus.	-power booster was used on bus. This, however, did not solve the problem of quality. To solve the problem effectively, quality equipment should be used, i.e., wireless equipment.
3. not enough funds for consultants to develop taped materials.	-project director and project facilitator/evaluator worked overtime.
4. schools did not accomplish the tasks agreed upon on time.	It is very important that schools have equipment installed, tested and ready before implementation on bus. It is project personnel feelings that the delay caused confusion and a negative attitude on the part of the students.

G. Summation of Evaluation Data Collected
(See Appendix D)

H. Statement of Impact

While it is too early to assess the project's ultimate impact, there has been considerable interest in the project by school administrators and area vocational center directors for not only instruction in vocational education, but also instruction in general education and sports as well. It should be noted, however, that the driver of the bus on which students were taught reported that an almost impossible discipline situation improved to a situation of no discipline problems at all while this project was on-going.

I. Conclusions and Recommendations

The major conclusion drawn from the project's second year of funding was that such an innovative delivery system was demonstrated to be viable and effective. It is recommended that the project continue, and that (1) in the year 1984-85 its major purpose be that of expanding in content to other technical/academic curriculum areas, (2) to expand to offering complete courses with full credit towards graduation, and (3) that the project create a stronger research base by extending the period of on-bus instruction to a full implementation phase as proposed by the Jo Daviess Carroll Area Vocational Center and feeder schools. (Proposal FY 1983-84)

Appendix A

Vita

VITA

Jule Dee Scarborough
Department of Industry and Technology
205 Still Gym
Northern Illinois University
DeKalb, Illinois 60115
Phone: (815) 753-0516/1349

Educational Experience:

B.S.,	Industrial Arts, Appalachian State University, Boone, North Carolina, 1971-1975.
M.A.E.,	Industrial Education, Ball State University, Muncie, Indiana, 1976-1977.
Ph.D.,	Industrial Technology, The Ohio State University, Columbus, Ohio, 1979-1981.

Professional Experience:

Industrial Arts Teacher, Fort Bragg Dependents Schools, Fort Bragg, North Carolina, 1975-1976.

Graduate Teaching Assistant, Department of Industrial Education, Ball State University, Muncie, Indiana, 1976-1977.

Graduate Research Associate, The National Center for Research and Vocational Education, The Ohio State University, Columbus, Ohio, 1977-1978.

Industrial Arts Teacher, Winston Salem Public Schools, Winston Salem, North Carolina, 1978-1979.

Graduate Teaching Associate, Department of Industrial Technology, The Ohio State University, Columbus, Ohio, 1979-1981.

Assistant Professor, Department of Industry and Technology, Northern Illinois University, DeKalb, Illinois, 1981-present.

Related Experience:

Summer contract, High-tech training and experience in manufacturing in exchange for consultation on high-tech training manuals/methods, General Motors Assembly Plant, Wentzville, Missouri, Summer, 1983.

A. Publications
(* indicates refereed journal)

Scarborough, J. D., Status study of industrial arts in Ohio, 1980. The Ohio Industrial Arts Association Newsletter, Fall, 1981.

*Scarborough, J.D. and Ellis, J.R., Time on the school buses: an innovative approach to delivering vocational education learning experiences. ILLINOIS INDUSTRIAL EDUCATOR, Fall, 1982.

*Scarborough, J. D., Comprehending technical discourse: the effects of text organization, visuals, and performance. MANS/SOCIETY/TECHNOLOGY, November, 1982.

Scarborough, J.D. and Blankenbaker, K.E., Technological literacy: the language dimension. American Industrial Arts Association, AIAA Monograph Series, April, 1983.

*Scarborough, J.D., A unique seminar. ILLINOIS INDUSTRIAL EDUCATOR, Spring, 1983.

*Scarborough, J.D., Technology education--what is happening now. THRESHOLDS, Spring, 1983.

*Scarborough, J.D. and Ellis, J.R., A New Type of Experience for Industrial Education Students. MANS/ SOCIETY/-SOCIETY/TECHNOLOGY, (being reviewed).

Scarborough, J.D., The school bus as a vehicle for delivering vocational education. INDUSTRIAL EDUCATION, (being reviewed).

*Scarborough, J. D. and Ellis, J.R., The effects of text organization, visuals, and activity on comprehension of technical textual discourse. JOURNAL OF INDUSTRIAL TEACHER EDUCATION, (article being reviewed at present).

Scarborough, J.D. and Ellis, J.R., How to make better use of student time. ILLINOIS SCHOOL BOARD JOURNAL, (being reviewed).

Scarborough, J. D. and Erekson, T. MANUFACTURING SYSTEMS: APPLICATIONS OF NEW AND EMERGING TECHNOLOGIES, Book proposal to McKnight Publishing Co., Bloomington, IL (presently being reviewed).

Scarborough, J.D. and Ellis, J.R., Developing alternative and efficient systems for delivering vocational education learning experiences to high school student. JOURNAL OF INDUSTRIAL TEACHER EDUCATION, (being reviewed).

B. Presentations

"Technical Vocabulary, Concepts and Discourse Organization", American Industrial Arts Association National Convention, Pittsburgh, Pennsylvania, March, 1981.

"Information Processing and Technical Information", Northern Illinois Roundtable, Northern Illinois University, DeKalb, IL, October, 1981.

"Living in Space", DeKalb Teachers Institute Day, DeKalb High School, DeKalb, Illinois, October, 1981.

"Living in Space", Futures Workshop for the Gifted and Talented, Dundee Junior High School Students, Hampshire, Illinois, December, 1981.

"The Future and Living in Space", Workshop for Gifted Dundee High School Students, Hampshire, Illinois, March, 1982.

"Comprehension of Technical Information and Practical Application of the Information", American Industrial Arts Association National Convention, Hartford, Connecticut, March, 1982.

"Information Processing and Comprehending Technical Concepts", American Vocational Association, 1982 national convention, St. Louis, Missouri.

"The Illinois Plan for Industrial Education", American Vocational Association, 1982 national convention, St. Louis, Missouri.

"The Illinois Plan for Industrial Education", Teacher Institute Day, Kane County, Aurora, Illinois, February, 1983.

"Manufacturing and the Enterprise", Illinois Industrial Education Association Mini Workshop, Northern Illinois University, February, 1983.

"Technological Literacy: The Language Dimension", American Industrial Arts Association National Convention, Milwaukee, Wisconsin, April, 1983.

"The Illinois Plan for Industrial Education at the Junior High Level", The American Industrial Arts Association National Convention, Milwaukee, Wisonsin, April, 1983.

"Quality Features Standards for Illinois Industrial

Educators", Illinois Vocational Association State Convention, Springfield, Illinois, August, 1983.

"The Illinois Plan for Junior High Industrial Education", Illinois Vocational Association State Convention, Springfield, Illinois, August, 1983.

C. Other Professional Activities

Epsilon Pi Tau Co-Trustee, Fall, 1981-present.

Illinois Vocational Association Conference, February, 1981-August, 1983.

National Association of County Officials Tour of China, Thailand and Taiwan. This included visits with political officials and an industrial tour as well, Summer, 1981.

Illinois Joint Staff, Conferences, October, 1981, November, 1981, October, 1982, November, 1982, February, 1983, and March, 1983.

Technology Symposium III, Ball State University, October, 1981.

Technology Symposium IV, Illinois State University, Normal, Illinois, October, 1982.

Mississippi Valley Industrial Teacher Education Conference, November, 1981, Chicago, Illinois, November, 1982, St. Louis, Missouri.

Division of Adult Vocational Technical Education (DAVTE) of The Illinois State Board of Education Evaluation Team for Port Byron, Riverdale, Illinois, January, 1982.

Judge, Northern Illinois Industrial Education Exhibit, April, 1982.

Illinois/Indiana Conferencefor Industrial Education, Illinois State University, Normal, Illinois, October, 1982.

Robot Seminar, Illinois State University, Normal, Illinois, October, 1982.

American Vocational Association National Convention, St. Louis, Missouri, December 3-6, 1982.

High Technology Workshop, "Robotics", St. Louis, Missouri, December 2, 1982.

Robot Training Workshop, Triton College, February 3-4, 1983.

American Industrial Arts Association National Convention, Milwaukee, Wisconsin, April, 1983.

"Student Teacher Cooperating Teacher Workshop", Fall 1981, Spring 1982, Fall 1982, Spring, 1983.

"Student Teacher Workshop", Northern Illinois Taft Field Campus, Fall 1981, Spring 1982, Fall 1982, Spring 1983.

D. Committees

American Industrial Arts Association Curriculum Committee, 1983-1984.

American Council of Industrial Arts Teacher Educators Research Committee, 1981-present.

Illinois State Industrial Education Quality Features Standards Committee, 1981-present.

Illinois State Industrial Education Quality Features Field-testing Subcommittee, Spring Semester, 1983.

Advisory Council for Teacher Education, College of Education, 1982 - present.

Electrical Engineering Accreditation Committee, Chair Department of Industry and Technology, Northern Illinois University, Fall, 1982.

Personnel Review Committee, Department of Industry and Technology, Northern Illinois University, 1982.

DeKalb High School Industrial Education Advisory Committee, 1982 - present.

Technological Literacy Committee, Industrial Arts Division American Vocational Association, Fall, 1982 - present.

Technological Literacy Committee, Northern Illinois Joint Staff, Fall, 1982 - present.

Technology Symposium VI Co-director, Fall, 1982-84.

E. Research, Grants and Funded Projects

Scarborough, J.D. The effects of textual organization, visuals, and enactive performance on comprehension of technical textual discourse. (Doctoral Dissertation, The Ohio State University, 1981).

Team member, "Status Study of Industrial Arts in Ohio, 1980", funded by The Ohio Department of Education, The Ohio State University, Columbus, Ohio, 1981-1982.

Director, subcontract "Recruitment, Retention, and Retraining". Funded by Division of Adult, Vocational and Technical Education/Illinois State Board of Education, 1982-1983.
FY 81: $4,000.00

Director, "Working at Student Time-Saving in Education, An Innovative Vocational Education Delivery System", Grant from Department of Adult, Vocational and Technical Education/Illinois State Board of Education, 1982-1983.
FY 82: $16,000.00

Curriculum Consultant, "A State Guide for Industrial Education, K-Adult", Grant from Division of Adult, Vocational and Technical Education/Illinois State Board of Education, 1982-1983.
FY 82: $16,000.00

Summer Program Improvement Grant, June, 1983, Industrial Experience to update and improve the manufacturing aspect of Industrial Education at Northern Illinois University.

*Director, "Correlation Between Industry and Technology Classes and Accidents", Submitted to NIOSH, December, 1982 (presently being reviewed).

F. Professional Memberships and Honors

American Industrial Arts Association
American Vocational Association
Phi Delta Kappa
Epsilon Pi Tau
Illinois Industrial Education Association
American Council for Elementary School Industrial Arts
American Council of Industrial Arts Teacher Education
National Association of Industrial and Technical Teacher Educators
Order of Eastern Star
Talent Award, Appalachian State University
Academic Scholarship, Appalachian State University

G. Courses Taught at Northern Illinois University

IN&T 301	Teaching Problems in Industrial Education
IN&T 305	Concepts and Practices of Industry
IN&T 485	Student Teaching Supervision
IN&T 398W	Independent Study in Woods or Production
IN&T 599A	Graduate Independent Study - Special Problems
IN&T 690	Inservice Teacher Education - Production Systems

Vita

Personal: Name - Joseph R. Ellis
Born - April 13, 1927; Knoxville, Tennessee

Office: College of Education
Graham Hall 314
Northern Illinois University
DeKalb, Illinois 60015
815/753-0658

Education: Knoxville High School, Knoxville, Tennessee, 1946
B.S. (History-Political Science) University of Tennessee, 1950
M.S. (Educational Administration) University of Tennessee, 1951
M.S. (Educational Psychology) University of Tennessee, 1954
Ed.D. (Secondary Education-Educational Psychology) University of Texas, 1960)

Professional Experience:

Social Studies Teacher, Oak Ridge High School
Oak Ridge, Tennessee, 1951-56

Positions:

Assistant Professor Education and Psychology Appalachian State Teachers College Boone, North Carolina	1956-57
Lecturer (one-half time) College of Education University of Texas Austin, Texas	1957-59
Associate Professor of Education Indiana State University Terre Haute, Indiana	1959-64
Professor of Education Northern Illinois University DeKalb, Illinois	1964-present
Coordinator, Educational [illegible] and Services College of Education Northern Illinois University DeKalb, Illinois	1968-70

Publications: Over fifty articles published.

A summary of the Texas Economic Education Council's conference on economic education. Texas Journal of Secondary Education, Winter, 1958, 11, 25-[illegible].

School program: General instructional procedures. Review of Educational Research, February, 1960, 30, Chapter V.

Relationships between aspects of preparation and measures of performance of secondary teachers of the social studies. Journal of Educational Research, September, 1961, 55, 24-28.

New frontiers in an old no-man's land: The junior high school in Indiana. Teachers College Journal, January, 1962, 33, 93-95.

An editorial: Momentum and the junior high school movement. Teachers College Journal, November, 1962, 34, 43.

The junior high school curriculum: A general point of view. Teachers College Journal, November, 1962, 34, 55-56.

Conceived, organized and edited the Junior High School Newsletter, a publication of Indiana State University (1962-64).

Conceived, organized, and edited: Junior high school education (the entire issue including contributions from nine authorities). Teachers College Journal, December, 1962, 34.

Conceived, organized and edited: An approach to curriculum planning. (The entire issue including contributions from twenty-four leaders in various aspects of American life.) Teachers College Journal, December, 1963, 35.

American education week: Its significance. School and Community, October, 1968, 51, 46-47, 44.

Conceived, organized and edited: Why Johnny can: What's good about American public education. Teachers College Journal, October, 1964, 36, 1-59. (The entire issue including contributions from thirty-eight authorities.)

A call for leadership: Time for a civil responsibility movement. Teachers College Journal, January, 1966, 37, 159-160.

[illegible] Association for the Study of Perception. 1967-70.

Editor: School Research Newsletter. 1967-69.

Motivating teachers. Texas Journal of Secondary Education, Spring, 1967, 22, 23-[illegible].

Ellis, J. F. & Brode, L. Observing classrooms by TV: An experiment in teacher education. Cablecasting and Educational Television, November, 1967, 2, 6, 16-22.

Should students be told their IQ? An old question studied from a new dimension. School Counselor, November, 1967, 15, 118-124.

Opinions regarding the value of teaching experience for educational researchers. Journal of Teacher Education, Spring, 1968, 19, 114-115.

Ellis, J. R. & Many, W. Relationships between creativity and report of selfconcept of ability for upper elementary school children. Illinois School Research, November, 1968, 5, 11-15.

Ellis, J. R., Bodzewski, L., Collins, H. & Farris, C. Tough minded survey puts criticism to work. Nations Schools, June, 1968, 81, 46-47.

Ellis, J. R. & Frey, S. Educational psychology and teaching: Opinions of experienced teachers. Teachers College Journal, December, 1966, 38, 3, 88-91.

Ellis, J. R. & Thompson, M. L. National survey of student unrest in American colleges and universities. Phi Delta Kappan, November, 1969.

Action research revisited. Illinois Journal of Education, January, 1969, 3-8.

Ellis, J. R., Rice, D. & Buser, R. Educational evaluators--A model for task oriented position development. Contemporary Educations, January, 1970, 41, 3, 115-118.

Environmental decay: A challenge to educational leadership. School Research Quarterly, June, 1970, 4.

Ellis, J. R. & Brode, L. Observing classrooms by TV: An experiment in teacher education. Cablecasting and Educational Television, November, 1967, 5, 20-22.

Ellis, J. R. & King, J. A survey of the characteristics judged to contribute to the ineffectiveness of college teacher educators. Journal of Teacher Education, Fall, 1971, 22, 3, 331-334.

Ellis, J. R. & Peterson, J. The effects of same class organization on junior high school students' academic achievement, self-concept, sex role identification and attitude toward school. Journal of Educational Research, July-August, 1971, 64, 10, 455-464.

Ellis, J. R., Mayers, C. & Many, W. personal practices in teacher education programs. Journal of Teacher Education, Winter, 1972, 23, 4, [illegible]-490.

Ellis, J. R., Abrams, P. & Many, W. In-service education in American senior colleges and universities: A status report. Illinois School Research, Spring, 1972, 46-51.

Ellis, J. R. & Kinney, G. (Eds.) Nutrition education: Preparation for education. THRESHOLDS in Education, November, 1978, 4, 4, 17-19.

Ellis, J. R. & Triplett, F. (Eds.) Education of native Americans today. THRESHOLDS in Education, May, 1978, 4, 2.

Ellis, J. R. & Fors, B. An exploration of career education programs for gifted students in Illinois. Roper Review, A Journal on Gifted Child Education, Winter, 1977.

Ellis, J. R. (Ed.) The school as an instrument for peace. THRESHOLDS in Education, May, 1975, 1, 2.

Ellis, J. R. (Ed.) The school as an instrument for population control. November, 1976, 2, 4.

Ellis, J. R. & Radebaugh, B. (Eds.) Education for unity within a diverse community. THRESHOLDS in Education, May, 1980, 6, 2.

Ellis, J. R. & Pourchot, L. (Eds.) Curriculum for survival. THRESHOLDS in Education, February, 1981, 7, 1.

Ellis, J. R. & Thompson, M. L. Persistent difficulties of teacher evaluation. Illinois School Research and Development, Spring, 1981, 17, 3, 1-8.

Ellis, J. R., Lotsof, A. & Mathews, G. First year special education teachers' perceptions of professional roles performance difficulties. Illinois council for Exceptional Children Quarterly, Summer, 1982, 31, 3, 11-18.

Ellis, J. R. & Frey, S. A study of early educator retirement in Illinois' public schools. Mid-western Educational Researcher, September, 1982, 2, 3, 13-18.

Ellis, J. R. & Scarborough, J. D. An innovative approach to delivering vocational education learning experiences. Illinois Industrial Educator, Fall, 1982, 4, 1,8-9.

Ellis, J. R., Green, H. & Fanning, F. Difficulties encountered by first year early childhood teachers in Illinois public schools. Early Child Development and Care, October, 1982, 9, 2, 175-185.

Ellis, J. R., Frey, S., & Thompson, T. A study on educator drop-out in Illinois public schools. Illinois Guidance and Personnel Association Quarterly, Summer, 1982, 86, 24-28.

Consultantships and Special Projects

Consultant:

Evaluator Development Program
Cooperative Educational Research Laboratory, Inc.
AUSOE funded regional laboratory
Chicago, IL (1967)

Welsch School Training & Development Center
Title III, ESEA Project
Rockford, IL (1970-71)

State Title I Office
Office of the Superintendent of Public Instruction
State of Illinois
Springfield, IL (1966, 1970-71)

National Dairy Council
Rosemont, IL (1977)

Development of Instruments to Determine Peer Group Perceptions of the
Sociological Status of Students Attending Area Vocational Centers
State of Illinois Advisory Council on Vocational Education
Springfield, IL (1973)

Vocational Educational Feasibility Study
Northwest Suburban Cook County
Mt. Prospect, IL (1982-83)

Principal Evaluator:

Alton Area Supplemental Service Center
Title III, ESEA Project
Alton, IL 1968-70)

DeKalb County Natural Resources Education Demonstration Center
Title III, ESEA Project
Genoa, IL (1968-70)

Elk Grove Training and Development Ctr
Title III, ESEA Project
Arlington Heights, IL (1966-69)

Rockford Program for Gifted Students
Illinois Program for Gifted Students
Rockford, IL (1970-72)

Project BRIGHT, Title III ESEA
Watertown, WI (1973)

Project People
Title III ESEA Project
Naperville, IL (1975-76)

Residential Program for Emotionally Disturbed Children Who Exhibit the
Symptomatology of Delinquency
Title III, ESEA Project
Chicago, IL (1971-72)

Study Skills Center Project
Lincoln Land Community College
US Office of Education Funded Project
Springfield, IL (1976-77)

Evaluator--Co-Evaluator:

State Title III Office
Office of the Superintendent of Public Instruction
State of Illinois
Springfield, IL (1970-71)

Reducing Dropouts through Achievement Motivation
Title III, ESEA Project
Winnebago County
Rockford, IL (1973)

Little Big Horn School (American Indian School)
Title III, ESEA Project
Board of Education
Chicago, IL (1973)77)

Project Wingspread
Educator for Metropolitan Living
Title III, ESEA Project
Chicago, IL (1971)

Project CHILD
Changing Human Interests & Learning Development
Title III, ESEA Project
West Chicago, IL (1971)72)

Project Renewal
Title III ESEA Project
Wheeling, IL (1974-76)

Comprehensive High School Reading Program
Title III, ESEA Project
Morgan Park High School
Chicago, IL (1974-77)

Television of Disadvantaged Adults
Dept. of Vocational & Technical Education Project
Springfield, IL (1972-73)

School District Educational Effectiveness & Fiscal Efficiency Project
School District 122, Winnebago County
Rockford, IL (1972-73)
Northwest Area Service Center for Educators of Gifted Children
State of Illinois supported project
Rockford, IL (1971-72)

(with Peter Abrams)
Lake County Mastery Learning Program
Title IVc ESEA Project
Lake County, IL (1979-1980)

McHenry County Nutrition Education Network
McHenry County, IL (1979-1980)

Northwest Cooperative in Education: Illinois Center for Education Improvement
Arlington Heights, IL (1980-81)

Alternate Delivery Systems for Vocational Education
Illinois State Board of Education
Springfield, IL (1982-83)

Principal Investigator:

Demographic Survey
Hinsdale Public Schools & Community
Hinsdale, IL (1970)

Relationships Between Informed IQ Score and Student Report of Self Concept of Ability to do School Work
Northern Illinois University
DeKalb, IL (1966)

An Impact Assessment of the Demonstration Center as a Dissemination Technique
Division of Vocational & Technical Education
State of Illinois
Springfield, IL (1974)

Effects of Same Class Organization on Junior High School Students' Academic Achievement, Self Discipline, Self Concept, Sex Role Identification and Attitude Toward School
US Office of Education Funded study
Northern Illinois University
DeKalb, IL (1967-68)

Study of the Relationship Between Research Activities and the Reported Teaching Effectiveness of College Professors
Northern Illinois University
DeKalb, IL (1968)

A Follow-Up Study of Participants in Illinois Projects Funded with Grants from the Education Profession Development Act (533) for Fiscal Years 1969-73
Division of Vocational & Technical Education
State of Illinois
Springfield, IL (1975)

An Exploratory Study of Professional Opinions and Current Practices Regarding Career Education for Exceptionally Gifted and Talented Students
Department of Adult, Vocational and Technical Education
Illinois Office of Education
Springfield, IL (1976)

Project Director:

Northern Illinois University Under-Graduate Educational Research Training Program
US Office of Education Funded Program (1966-67)

Action Research Inservice Training Program
Illinois Office of Education Funded Project (DAVTE)
Springfield, IL (1976-77)

Planner:

Proposed College of Police Science for the State of Illinois
Office of the State Superintendent of Public Instruction
Office of the Attorney General
State of Illinois
Chicago, IL (1968-69)

Woodstock Environmental Education Pro.
Title III, ESEA Project
Woodstock, IL (1971)

Interviewer/Observer:

Farm Machinery Survey
Dun and Bradstreet
Knoxville, TN (Summer, 1950)

Researcher:

Title I Needs Assessment Survey
Board of Education
City of Chicago
Chicago, IL (1972)

Research and Evaluation Experience
Rural School Desegregation Project
Tennessee Council on Human Relations
Chattanooga, TN (1955-56)

Member:

Illinois State Board of Education's Research and Evaluation Advisory Council (1980-82)

Appendix B

Product Abstract

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material Working at Saving Time in Education - An Innovative Vocational Education Delivery System
2. Date material was completed June 30, 1984
3. Please check one: New material X Revised material X
4. Originating agency DAVTE

   Address Springfield, Illinois Zip Code 62777
5. Name(s) of developer(s) Jule Dee Scarborough/Joe Ellis

   Address Northern Illinois University Zip Code 60115
6. Developed pursuant to Contract Number R-31-24-X-1102-472

---

7. Subject Matter (Check only one according to USOE Code):

   USOE Code

   ____ 01 Agricultural Education
   ____ 03 Business and Office Education
   ____ 04 Distributive Education
   ____ 07 Health Occupations Education
   ____ 09 Home Economics Education
   ____ 10 Industrial Art Education
   ____ 16 Technical Education
   ____ 17 Trade and Industrial Education
   ____ 22 Cooperative Education
   ____ Career Education
   X Other (Specify) vocational education

---

8. Education Level:

   ____ Pre-K Thru 6
   ____ Post-Secondary
   ____ Administrator (Pre-Service)
   ____ 7-8
   ____ Adult
   ____ 9-10
   ____ Teacher (Pre-service)
   ____ Other (Specify) ____
   X 11-12

---

9. Intended for Use By:

   X Student
   ____ Teacher Educator
   ____ Other (Specify) ____
   X Classroom Teacher
   ____ Guidance Staff
   ____ Local Administrator
   ____ State Personnel

---

10. Student Type:

    X Regular
    ____ Limited English Proficiency
    ____ Disadvantaged
    ____ Handicapped
    ____ Other (Specify) ____

---

11. Medium and Format of Materials:

    X HARDCOPY
    No. of pages ____
    ____ Paper bound
    ____ Hard bond
    ____ Loose-leaf

    ____ VIDEOTAPE
    ____ Minutes
    ____ B & W
    ____ Color
    ____ inches

    ____ FILM
    ____ Minutes
    ____ B & W
    ____ Color
    ____ mm

    ____ MICROFICHE
    ____ B & W
    ____ Color

    Photos: Yes ____ No X
    Diagrams: Yes ____ No X

___ SLIDES

No. of frames ______
___ B & W
___ Color
___ Audio
___ Carousel provided
___ Other packaging used
(Specify) ______________

___ FILM STRIPS

No. of frames ______
___ B & W
___ Color
___ Audio

___ AUDIO

___ Automatic synch
___ ___ Hz
___ Manual cue
___ Reel
___ Cassette
___ Cartridge

___ OTHER

Specify: ______________

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Address Springfield, Illinois Zip Code 62777

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Contact: Name ______ Phone ( ) ______
Address ______ Zip Code ______

14. Is Training Required for Optimum Use of These Materials? Yes_____ No_____

15. Are Consultive/Training Services Available? Yes X No_____

Contact:
Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Research and Development Section, E-426
100 North First Street
Springfield, IL 62777
(217) 782-4620

16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.):

Curriculum materials by unit

17. Person Completing this Abstract: Scarborough/Ellis

Full Address:
Dept. of Industry & Technology
Northern Illinois University
DeKalb, IL Zip 60115

Appendix C

Manuscripts Submitted for Publication
and
Presentation Proposals

An Alternative Approach for Delivering Vocational Education Learning Experiences to High School Students

Jule Dee Scarborough and Joseph R. Ellis
Northern Illinois University

Time is one of the most valuable of all resources. The way that students spend their time may be viewed as a reflection of the priorities as well as the effectiveness and efficiency of their schools. Efforts to provide students with new school-directed learning experiences frequently encounter conflicts with established traditions and prevailing demands on students' time.

To help assure the efficient use of resources while providing students access to diverse and quality vocational education programs, the Illinois State Board of Education/Department of Adult, Vocational and Technical Education (ISBE/DAVTE) has supported the establishment of secondary area vocational centers. The concept of the area vocational center was initiated to allow several schools to cooperate in the delivery of high quality vocational education at the preparation level. In most cases, the implementation of an area vocational center has included a special building or a designated part of an existing school building, to form a centralized location. This centralized location has meant that most center students must be bussed to the area vocational center from their home high school and bussed back to their high school. Area vocational centers provide a two or three hour per day specialized training program for each student.

These area vocational centers have faced and resolved many problems and issues since their inception in the 1960's. However, there persists a serious concern about the amount of instructional time most of their students lose daily while riding the school bus from their high school to the center and returning to their high school. Additionally, many of them ride a school bus from their home to their high school and back each day. Thus, the time that these students spend riding a school bus may consume a considerable part of their day.

The time that students spend on a school bus is usually at best, recreational. It is often time spent without purposeful educational structure and time unrelated to the direct achievement of the school's educational goals. For students riding school buses to area vocational centers, a major issue becomes; "Is the trade-off of the student's loss of time for purposeful educational experiences while in transit worth the hoped for vocational educational gains to be achieved at the area vocational center?" The project reported here developed and investigated an alternative to the dilemma presented by this question.

Administrators, counselors and teachers who work with vocational education students who ride a school bus to an area vocational center or to a location for special instruction may be able to apply the results of the study reported here as a basis for planning an alternative use of student on-bus time. The concern for extending the school day might be addressed by applying the results of this project to achieve increased educational effectiveness and efficiency by improving the use of student time. The approach developed in this study provides an instructional concept, materials, procedures and techniques for on-bus instruction that could be adopted for on-bus instruction for other vocational programs and to students from areas other than vocational education.

Statement of Problem

Will those area vocational center students who ride the school bus to an area vocational center and who receive on-bus instruction in an aspect of vocational education differ in measures of cognitive achievement and their report of perceived educational value, effectiveness and efficiency of the time they spend on the school bus from the report provided by those students at the center who ride the school bus but who do not receive on-bus instruction?

Research Methods and Procedures

The study followed a non-equivalent control group design. Control of the variable (bus instruction in 'employment/job survival skills' could not be complete. That is, control group members could receive knowledge in this area through other means than on bus instruction. Thus the outcome of the study is limited to evidence of association rather than causation. Following the adoption and field testing of equipment, content and instructional materials and procedures during the school year 1982-83, 18 students from Geneva High School in Kane County, Illinois, and 25 students from East Dubuque High School in Illinois were selected to receive instruction on the school bus while they traveled to and from the Mid Valley Area Vocational Center and the Jo Daviess Carroll Area Vocational center respectively. They formed the experimental group for the study during the 1983-84 school year. Students who attend these area vocational centers are high school students in the eleventh and twelfth grades. They are generally taking specialized and advanced courses in the occupational areas. Students were selected for the experimental group because they came from the same high school and rode the school bus together. They were the only riders on a school bus transporting them from their high schools to the area vocational centers. The students at Geneva High School spent approximately 20 minutes each way in transit on the school bus between their high school and Mid Valley Area Vocational Center. The students from East Dubuque High School spent approximately 55 minutes each way in transit on the school bus between their high school and the Jo Daviess Carroll Area Vocational Center. All other students at the centers who rode school buses to the centers formed the control group. Thus, subjects were not randomly assigned and their similarity was assumed from a knowledge of the population.

The buses transporting the experimental group were wired with jacks to accommodate a headset for each student. Lapboards were distributed to the students to facilitate the responses required by the worksheets and tests used in conjunction with the audiotapes. The researchers consulted with the director of transportation for the school system to determine a design that would be considered safe. The size of the lapboard was small and chipboard material was used because it collapses upon impact. Audio-tapes were used as the primary means of presenting the content daily for a period of six weeks. These materials were adopted from a 1978 curriculum guide of employment skills; materials developed by Steve Pollock, an Illinois public school vocational educator. Additional materials from the area of mathematics were developed and used for on-bus instruction with the East Dubuque High School Students. The taped instruction was augmented by a small number of handouts and some student written responses. Certified part-time vocational education teachers were employed by the study to supervise the on-bus instruction. They initiated the instruction by providing directions for each session, distributing headsets, lapboards and handouts to the students, initiating the instruction with directions for each session, operating the tape player, maintaining 'classroom' control and collecting materials and equipment at the conclusion of each session. They also administered the tests involved in the study.

At the beginning and at the end of the period of on-bus instruction, the experimental and control groups received pre- and post-measures of their knowledge of the content and their opinions about the value of the time that they spent riding the school bus to and from the area vocational center.

Results

The test data were analyzed to determine the differences within and between the means of the groups' scores on the pretest and the posttest. The t-test was used for determining the significance between the group means conducting the analysis. For the East Dubuque High School students, the posttest, given a week after completion of the on-bus instruction, indicated that the experimental group achieved significantly higher on posttest measures of the content taught than on their pretest. At Geneva, the mean difference in posttest measure of content taught between experimental and control groups, while approaching statistical significance, lacked significance.

The pretest of students' attitudes toward their use of time spent riding the school bus indicated a significant difference between the experimental and control groups at both schools. The posttest, given after the completion of on-bus instruction, found the significant difference to persist at Geneva High School where the experimental group become increasingly negative. The initial difference in attitude measures for the East Dubuque groups narrowed and was not a significant difference at the end of the project.

Conclusions and Recommendations

Conclusions

Regarding student cognitive gain in the content taught, the evidence permits one to conclude that students can achieve cognitive content objectives in a purposeful, directed and organized on-bus situation. The study demonstrated an alternative system with increased efficiency for delivering vocational education learning experiences to high school students while riding the school bus. Regarding student attitudes toward on-bus instruction, the evidence indicates that the students had mixed feelings. At the beginning of the project, many students viewed on-bus instruction as an intrusion into their established pattern of free time. This attitude persisted for most of the students.

Recommendations

The researchers recommend that:

1. Studies of the nature of the one reported here should be conducted involving: (a) larger populations from a variety of curriculum areas and grade levels, (b) extended on-bus instruction over a longer period of time, and (c) more fully developed instructional materials and technically efficient and complete equipment.
2. Students who ride the bus to school should be provided opportunities to use their on-bus time for educationally relevant and efficient ways including course enrichment and directed experiences.
3. Both vocational and non-vocational educators should develop materials appropriate for use on the school bus by their students. These materials might include audio tapes, worksheets and handouts.

4. School buses should be designed and equipped to accommodate on-bus instruction. This equipment might include tape players, headsets and lap boards.
5. On-bus instruction should be initiated at the outset of the school year, provide an appropriate reward system including credit/grades, and involve only volunteers or all on-bus students.

11/16/83

A Proposal for a Presentation

Title: "The School Bus as an Alternative for Delivering Learning Expenses: A Report on Project WASTE."

Prepared for the
Association of Teacher Educators
Mini-Clinic

Exploring Excellence in Education

April 5-6, 1984

Presenters: Joseph R. Ellis, Professor (815-753-0658)
Department of Learning, Development and Special Education
Jule Dee Scarborough, Assistant Professor (815-753-0516)
Department of Industry and Technology
Both are located at:
Northern Illinois University
DeKalb, Illinois 60115

Proposal Abstract: Project WASTE was planned to develop, field test and operate a model alternative system for delivering learning experiences on schools busses for vocational education students who ride school buses to and from area vocational centers. The Project is funded by the Illinois State Board of Education and in June, 1984 will complete its second year. An experimental group of 11th and 12th grade students are provided on-bus instruction and compared with a control group of similar students who ride a similar route on a school bus but who do not receive on-bus instruction. Comparisons are being made on cognitive achievement of materials studied on attitudes toward riding the school bus and toward on-bus instruction. The presenters will describe the Project and report the research findings. Time for participant discussion and questions will be provided.

Handouts and Media to Be Used:
1. Transparancies and an overhead projector.
2. Examples of equipment and instructional materials used in the on-bus instruction provided by Project WASTE.

Northern Illinois University
DeKalb, Illinois 60115

Department of Learning, Development
and Special Education
815 753 0657

Special Education	753-0657
Educational Psychology	753-0658
Research and Evaluation	753-0659

November 18, 1983

Ms. Laura Frankiwicz
Office of Clinical Education
and Student Services
Gabel Hall 146
Northern Illinois University
DeKalb, Illinois 60115

Dear Laura:

Enclosed you will find two proposals for consideration as presentations at the IATE-ATE Mini-Clinic "Exploring Excellance in Education" to be held in DeKalb on April 5-6,1984.

We look forward to learning of the response to these proposals.

Sincerely,

Joseph R. Ellis
Professor of Education

Encl.

Northern Illinois University is an Equal Opportunity/Affirmative Action Employer

Northern Illinois University

Memorandum

Date November 2, 1983

To Joy Jansen

From Jule Dee Scarborough

Subject Proposal for presentation at the 1984 Illinois Vocational Association Conference

Project Report: Working at Time Saving in Education: An Innovative Delivery System for Vocational Education

Target Audience: Vocational program administrators, teachers, and school district transportation directors

Presenters:		
	Jule Dee Scarborough Department of Industry & Tech. Northern Illinois University	Joseph R. Ellis Dept. of Learning Dev. & Spec. Ed. Northern Illinois University

This is a DAVTE/ISBE funded project. The second year will be completed in June, 1984. For a description of the project, see attached abstract.

Time necessary for presentation: 1 hour

Presentation format: formal presentation with a question/answer follow-up

Materials Available: Executive summary, including directions for obtaining further information and final report.

Sincerely,

Jule Dee

Jule Dee Scarborough

DEC '82

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Address: 211 Still Gym
DeKalb, Ill.
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Appendix D

Summation of Evaluation Data

6. EVALUATION RESULTS FY 1983-84 (Second Year of the Project)

The Project's evaluation plan was designed to provide an evidence base for answering the four general questions which appear below.

1. TO WHAT EXTENT HAS THE PROJECT ACHIEVED ITS STATED INTENTIONS?

Objective #1 By December 15, 1983, the tape adaptation of the Pollock curriculum materials on employability/job survival skills will be completed for on-bus use.

Response. These materials were adapted, critiqued and available for use on the school bus by the date specified.

Objective #2 By January 30, 1984, six units on basic mathematics wil be developed, critiqued and available for use on the school bus on audio tapes.

Response. The mathematics units specified in Objective #2 were developed, critiqued and available as audio tapes for use on the school bus on January 30, 1984.

Objective #3 Those students who participate in the project who receive on-bus instruction will differ significantly on measures of their knowledge of employability/job survival skills from those students who do not receive on-bus instruction (see Tables Ia, Ib, IIa, IIb, IIIc, IVa, and IVb.

Response. Pretest and posttests were given to the students at both Geneva and East Dubuque High School. Those riding the school bus to attend the area vocational centers and who received on-bus instruction were designated as the experimental group while those riding the school bus to attend the area vocational center and not receiving instruction on the school bus were designated as the control group. The pretest of their knowledge of job/employability survival skills (the Pollock curriculum materials: Appendix E) indicated there was not statistical difference between the two groups at East Dubuque High School. The posttest given a week after completion on the on-bus instruction indicated that the experimental group achieved significantly higher on their posttest than on their pretest. These differences between the experimental and control groups on the posttest were statistically significant and favored the experimental group. At Geneva, the posttest difference between experimental and control groups, while approaching statistical significance, lacked significance.

Table Ia
Geneva High School Experimental and Control Group
Pretest Mean Differences for Measures of Units
Provided as On-Bus Instruction
(Employability/Job Survival Skills)

Groups	Analysis by the t-test			
Geneva High School Students	Group Mean	SD	Difference in mean	Probability
Control Group (21)	Pretest 14.2857	4.849		t=-0.84
Experimental Group (21)	Pretest 15.3810	3.500	.953	df=36.39
				p=>0.407
				NSD*

*Geneva High School control and experimental groups were about the same at the beginning of the project regarding their knowledge of employability/job survival skills.

Table Ib
East Dubuque High School Experimental and Control Group
Pretest Mean Differences for Measures of Units
Provided as On-Bus Instruction
(Employability/Job Survival Skills)

Groups	Analysis by the t-test			
East Dubuque High School Students	Group Mean	SD	Difference in mean	Probability
Control Group (28)	17.0357	3.072		t=-0.15
Experimental Group (25)	17.1600	2.939	.1243	df=50.74
				p=>0.881*

*East Dubuque High School control and experimental groups were about the same at the beginning of the project regarding their knowledge of employability/job survival skills.

Table IIa
Geneva High School Experimental and Control Group Pretest and Posttest Mean Differences for Measures of Units Provided as On-Bus Instruction (Employability/Job Survival Skills)

Groups		Analysis by the t-test				
Geneva High School Students		Group Mean		SD	Difference in mean	Probability
Experimental Group	(21)	Pretest	15.3810	3.500		t=-2.85
	(18)	Posttest	19.8889	5.880	4.5079	df=26.79
						p=>0.009
						Sig. *

*Geneva High School experimental group gained significantly in knowledge of employability job survival skills between their pretest and posttest.

Table IIb
East Dubuque High School Experimental and Control Group Pretest and Posttest Mean Differences for Measures of Units Provided as On-Bus Instruction (Employability/Job Survival Skills)

Groups	Analysis by the t-test				
East Dubuque High School Students	Group Mean		SD	Difference in mean	Probability
Experimental Group (23)	Pretest	17.1304	2.752		t=-2.51
	Posttest	19.4348	3.628	2.3044	df=22 p=>0.020
					Sig. *

*East Dubuque High School experimental group gained significantly in knowledge of employability job survival skills between their pretest and posttest.

Table IIIa
Geneva High School Experimental and Control Group Pretest and Posttest Mean Differences for Measures of Units Provided as On-Bus Instruction (Employability/Job Survival Skills)

Groups	Analysis by the t-test				
Geneva High School Students	Group	Mean	SD	Difference in mean	Probability
Control Group (21)	Pretest	14.2857	4.849		t=-1.61
(21)	Posttest	16.6190	4.544	2.3333	df=39.83 p=>0.116 NSD*

*Geneva High School congrol group did not differo significantly on pretest and posttest measures of their knowledge of employability/job survival skills.

Table IIIb
East Dubuque High School Experimental and Control Group Pretest and Posttest Mean Differences for Measures of Units Provided as On-Bus Instruction (Employability/Job Survival Skills)

Groups	Analysis by the t-test				
East Dubuque High School Students	Group	Mean	SD	Difference in mean	Probability
Control Group (22)	Pretest	17.2273	2.599		t=0.65
	Posttest	16.8182	3.936	.4091	df=21 p=>0.525 NSD*

*East Dubuque High School congrol group did not differe significantly on pretest and posttest measures of their knowledge of employability/job survival skills.

Table IVa
Geneva High School Experimental and Control Group Pretest and Posttest Mean Differances for Measures of Units Provided as On-Bus Instruction
(Employability/Job Survival Skills)

Groups	Analysis by the t-test			
Geneva High School Students	Group Mean	SD	Difference in mean	Probability
Control Group (21)	16.6190	4.544		t=
Experimental Group (18)	19.8889	5.880	3.2699	df= p=>0.064 NSD*

*While the on-bus instruction made a difference in the direction of change in student achievement, the difference in test scores on the measure of knowledge about employability/job survival skills lacked statistical significance by .014 between the two groups.

Table IVb
East Dubuque High School Experimental and Control Group Pretest and Posttest Mean Differences for Measures of Units Provided as On-Bus Instruction
(Employability/Job Survival Skills)

Groups	Analysis by the t-test			
East Dubuque High School Students	Group Mean	SD	Difference in mean	Probability
Control Group (25)	16.8182	3.963		t=2.395
Experimental Group (25)	19.4348	3.628	2.6166	df=48 p=>0.02 Sig *

*East Dubuque High School's control and experimental group differed significantly in their pretest and posttest scores on measures of their knowledge of employability/job survival skills.

Objective #4 Those students who participate in the project who receive on-bus instruction will differ significantly on measures of their attitude toward how they spend their time on the school bus from those students who do not receive on-bus instruction (see Tables Va, Vb, VIa, and VIb).

Response. Pretests and posttest were given to the students at both Geneva and East Dubuque High School. Those riding the school bus to attend the area vocational centers and who received on-bus instruction were designated as the experimental group while those riding the school bus to attend the area vocational center and not receiving instruction on the bus were designated as the control group. The pretest of students' attitudes toward their use of time spent riding the school bus indicated a significant difference between the experimental and control groups at both schools. The posttest given after the completion of on-bus instruction found the significant difference to persist at Geneva High School where the experimental group become increasingly negative. The initial difference in attitude measures for the East Dubuque groupos narrowed and was not a significant difference at the end of the project.

Table Va
Geneva High School Experimental and Control Group
Pretest Mean Differences for Measures of Attitudes
Toward Time Spent Riding the School Bus

Groups	Analysis by the t-test			
Geneva High School Students	Group Mean	SD	Difference in mean	Probability
Control Group (21)	12.9474	4.223		t=2.40
Experimental Group (19)	16.1429	4.175	3.1955	df=37.51 p=>0.021 Sig *

*Geneva High School's experimental and control group differed significantly in their pretest measure of their attitude toward time that they spend riding the school bus.

Table Vb
East Dubuque High School Experimental and Control Group
Pretest Mean Differences for Measures of Attitudes
Toward Time Spent Riding the School Bus

Groups	Analysis by the t-test			
East Dubuque High School Students	Group Mean	SD	Difference in mean	Probability
Control Group (29)	15.7931	4.021		t=-2.64
Experimental Group (24)	18.6250	3.763	2.8319	df=50.011 Sig *

*East Dubuque High School's experimental and control group differed significantly at the beginning of in the project on measures of their attitude toward time that they spend riding the school bus.

Table VIa
Geneva High School Experimental and Control Group Pretest and Posttest Mean Differences for Measures of Attitudes Toward Time Spent Riding the School Bus

Groups	Analysis by the t-test			
Geneva High School Students	Group Mean	SD	Difference in mean	Probability
Control Group (16)	16.5000	5.329		t=2.64
Experimental Group (21)	12.6190	2.872	3.8810	df=21.58 p<0.017 Sig *

*Geneva High School's experimental and control group differed significantly on the posttest measure of their attitude toward time that they spend riding the school bus. The experimental group appears to have become even more negative in their attitude than they were at the beginning of the project.

Table VIb
East Dubuque High School Experimental and Control Group Pretest and Posttest Mean Differences for Measures of Attitudes Toward Time Spent Riding the School Bus

Groups	Analysis by the t-test			
East Dubuque High School Students	Group Mean	SD	Difference in mean	Probability
Control Group (21)	11.8100	5.570		t=1.79
Experimental Group (21)	14.4800	3.685	2.670	df=40 p<0.12 NSD*

*the two groups of East Dubuque High School did not differ between pretest and posttest measures of their attitudes toward the time that they spent riding the school bus.

2. WHICH IDEAS, ROLES, ACTIVITIES, MATERIALS, CONTENT AND EQUIPMENT FACILITATED THE ACHIEVEMENT OF THE PROJECT'S STATED INTENTIONS?

The following factors were judged to have facilitated the achievement of the Project's goals.

Ideas - (1) The idea of on-bus instruction itself stimulated students, school staff and administrators very positively. (2) Students were positive toward receiving course credit for on-bus instruction.

Roles - (1) A graduate student was used for organizing and directing the on-bus instruction, while persons of other background could be used in this role, it is essential for the present model. Further development of the model may minimize the necessity of the continued presence of such a person. (2) It is essential that the vocational education director, the principal and assistant principal of the high school, the bus drivers, the librarians, and the teachers encourage participation, cooperate with all elements of such a project and facilitate the implementation of the project especially by seeing that deadlines were met which would include proper and timely installation of equipment.

Activities and Materials - (1) It was important that students begin the learning experience immediately upon boarding the bus. (2) Quality tapes were essential, as well as supplemental materials which enhanced concentration and interaction between the tape and the listener.

Content - (1) The difficulty level of the content selected, while of general interest to most students, was not challenging or related to an immediate programmatic need.

Equipment - (1) During 1983-84, each student was given a lap board and a headset. This was considered to be failry efficient. A car cassette player was used in combination with a power booster for playing the taped materials. This was found to be ineffective and inefficient. A wireless multi-channel tape player/recorder would be more appropriate. With the use of a wireless unit, sound would be improved, no boosters would be necessary for power, and it would not be necessary to wire the bus with jacks to accommodate the headsets. The technical aspects would be greatly improved if more appropriate equipment was used and thereby contributing to the overall success of implementation.

3. WHAT IMPORTANT UNINTENDED OUTCOMES ARE ASSOCIATED WITH THE OPERATION OF THE PROJECT?

Unintended outcomes were:

(1) The school bus drivers indicated that on-bus instruction contributed highly to the ease and safety of their job and increased significantly student control. (2) Following the 1983-84 year of Project Waste, Jo Daviess Carroll AVC and feeder schools sought funds to support full implementation of the model developed in Project Waste for 1984-85. (3) Negative attitudes on the part of students resulted from delay in scheduled implementation of on-bus instruction.

4. WHAT MODIFICATIONS IN THE PROJECT ARE WARRANTED BY THE RESULTS OF ITS EVALUATION?

The major modifications suggested are:

1. Expanding the content of presentations to include relevant technical information.
2. Expanding the Project to include an additional area vocational centers and different high schools.
3. Modifying the bus by using a wireless multi-channel player for individualizing the content and technical quality of reception.
4. Similar projects should involve providing on-bus instruction in basic curriculum areas (math, science, English, social studies).

Appendix E

Curriculum Materials

Appendix F

Cognitive and Attitudinal Measures

PROJECT WASTE
(Working at Student Time-Saving in Education)
Mid-Valley Area Vocational Center and
Jo-Daviess Carroll Area Vocational Center and
Northern Illinois University

Student Opinion Rating Scale

The purpose of this rating scale is to obtain information about students' attitudes toward riding the school bus as a means of attending an area vocational center. The findings will be used in planning ways to increase the educational value of the time that students spend riding school buses. Please be completely serious and honest in giving your responses. You will not be identified. Opposite each statement or question below, please place a check in the space which best describes your thoughts, feelings, or situation. Thank you.

I. Respondent reference data.

1. My school is:
_____East Dubuque H.S.
_____Geneva H.S.
_____Other (specify)
____

2. I am a:
_____male
_____female

3. I am a:
_____freshman _____junior
_____sophomore _____senior
_____other (specify)
____

II. Respondents opinions about the use of time spent riding the school bus to and from the area vocational center.
We realize that traveling to and from the AVC is essential if you are to attend classes there. Please think about the time you spend on the school bus and indicAte your opinion about the way that this time is used.

4. When I think about achieving my educational goals, I consider what I do during the time I spend on the school bus to be:

_____very relevant
_____relevant
_____only slightly relevant
_____almost totally irrelevant

5. When I think about the educational value of what I do during the time I spend on the school bus riding to and

from the AVC I consider it to be:

_____a very valuable use of time
_____a valuable use of time
_____not a valuable use of time
_____a waste of time

6. When I think about how students organize the time that they spend on the bus for educational purposes as they ride to and from the AVC, I consider it to be:

_____well organized
_____somewhat organized
_____not organized
_____disorganized

7. When I think about learning new knowledge, I consider the way I spend my time on the school bus while riding to and from the AVC to be:

_____used very efficiently
_____used efficiently
_____used inefficiently
_____used very inefficiently

8. When I think about the help with school work that I receive on the school bus while riding to and from the area vocational center, I consider it to be:

_____adequate
_____available
_____inadequate
_____not available

9. When I think about the time that I spend on the school bus riding to and from the AVC. I consider it to be:

_____exciting
_____satisfying
_____not satisfying
_____boring

Name________________________
School ______________________
Date________________________

PROJECT WASTE
TEST

For questions #1 - #18, circle the letter of the item which you think to be the best response for each question.

1. The best sources of information about possible job openings are:

   a. want ads
   b. employment agencies
   c. people you know
   d. Illinois State Employment Service

2. In order to efficiently utilize want ads for employment information, you must be able to understand want ad abbreviations. Read the following ad and decipher the underlined abbreviations.

   "Personnel mgr. of mfg. co. seeks sec. Must type 60 wpm. and have at least 2 yrs. exp. Sal. $800/mo. and up. Exc. benefits incl. free dental and health ins."

   Select the set of words which fit the abbreviations in the order given:

   a. manufacturer, manufacturing, section, experience, excellent, instruction
   b. manager, manufacturing, secretary, experience, excellent, insurance
   c. manufacturer, management, secretary, expert, executive, insurance
   d. manager, manufacturing, secretary, experience, executive, insurance.

3. Public employment agencies were set up by legislation to help people find jobs. They do this by:

   a. effecting a match between employers who have jobs and qualified prospective employees
   b. job placement in federal and state government offices only
   c. doing job referrals
   d. providing actual 3-4 year skills training

4. The immediate purpose of a resume is:

   a. to organize your experiences under specific career objectives
   b. to get you an interview
   c. to get you a job
   d. to advertise your skills

5. As opposed to a chronological format, a functional resume

   a. groups all formal educational and training experiences according to the career objectives
   b. matches career objectives to job functions
   c. generalizes work experiences so that they seem to fit job descriptions
   d. is distinctive from the chronological resume because work experiences are organized by type instead of by time

6. AB's resume was one of those that ended up in the applicants' inactive file, unread and unattended to by the employer. One of the following could be the reason:

   a. it was positive, showing her in the best light
   b. it was adapted to the specific job applied for
   c. it was 5 pages long
   d. it included personal information

7. Among the important telephone skills in a job search is the need to speak in distinct and well-modulated tones. This helps to:

   a. make yourself clearly understood
   b. project your self-confidence
   c. create a favorable impression that carries over to the interview
   d. all of the above

8. A cover letter attached to your resume serves to:

   a. personalize your approach to the prospective employer
   b. relate your knowledge about the company
   c. to introduce you and encourage the employer to read your resume
   d. to ask questions about the nature of the job and the company

9. The walk-in approach in job-hunting requires:

   a. background knowledge about the prospective employer and position
   b. "worm" you way through uncooperative secretaries and assistants for a personal interview with the employer
   c. a resume on hand
   d. an appointment
   e. all of the above

10. Many employers require applicants to take aptitude tests. In general, this type of test measures:

   a. achievement
   b. mechanical ability
   c. talent
   d. preferences

11. Proper grooming for an interview means all of the following except:

   a. well scrubbed face
   b. clean fingernails
   c. properly cut hair
   d. neat and clean denim jeans

12. There are occasions in a job interview when an interviewer "puts you on the spot" by asking a tough question that you cannot readily answer. One of these questions may refer to a bad reference from a former employer. What would be a good approach in response to this situation?

   a. be honest about it, explain why you were unsuitable for the job and suggest that other employers and references may have better things to say about you
   b. explain your shortcoming but also describe your former employers' behavior that may have led to differences between you
   c. pretend you don't understand why and change the subject
   d. justify your actions by stating that there were basic differences in philosophy between you and your former employer

13. One interview don't is to answer questions in monosyllables and only when asked. Prospective applicants are advised to take active part in the interview process. This is because

a. employers as a rule prefer applicants who can uphold their part of the interview process
b. employers prefer articulate people to quiet people
c. the quality of one's voice is important in some jobs and, thus, the more heard the better in order to impress the prospective employer
d. some employers are inept interviewers and need to cover this up

14. Job descriptions have three essential components:

a. what you are expected to do, under what conditions you must do the job, and who you will be doing the job for.
b. what you are expected to do, where you are expected to do the job, and who you will be doing the job for
c. what it is you are expected to do, how well the job must be done, and under what conditions you must do the job
d. what it is you are expected to do, how well the job must be done, and who you will be doing the job for

15. Even if an employee starts with low salary, what other compensations may a company offer which may attract the prospective employee and are worthy of careful consideration?

a. job benefits
b. guaranteed promotion
c. opportunities for professional growth
d. all of the above

16. Which of the following are advantages of joining a labor union?

a. It negotiates contracts for higher pay to benefit all the members
b. It provides members with financial support while on strike
c. It protects working conditions of its members
d. all of the above

17. Which of the following is not a quality for job success

a. cooperativeness, leadership quality
b. acceptance of company goals
c. too much ambition
d. honesty and ethics; responsible conduct

18. "Lack of initiative" is one cause for losing a job. This means

a. you rarely start a project on your own and finish it without constant supervision
b. you are lazy and slovenly in your work
c. you have too little ambition
d. you constantly waste the supervisors' time by asking what he thinks are unnecessary questions about the job

19. The following are abbreviations commonly found on application forms. For each of the abbreviations on the left column, select the letter for the appropriate definition on the right column.

1) D.O.B.
2) wt.
3) d
4) soc. sec.
5) f

a. female
b. social secretary
c. date of birth
d. death
e. weight
f. divorced
g. social security

20. Match the following resume words with their appropriate meaning:

1) achieve
2) capacity
3) versatile
4) potential
5) organized
6) responsible

a. reliable. trustworthy
b. possible
c. producing a great deal
d. able to do many things well
e. systematically arranged
f. to become skilled in one particular job
g. accomplish
h. the ability to learn or do something

Unit A, Lesson 1, Tape 1
Sources of Employment
"People You Should Know"

Topic: Sources of Employment

Objective: Student will be able to identify possible sources of employment through friends and acquaintances. Student will be able to interpret a want-ad and decide if it is appropriate to answer.

Activities: Create three note cards for your employment file. Correctly identify want-ad abbreviations (self-correct).

Materials: Lecture
List of Abbreviations Used in Want-Ads
Deciphering Want-Ads Worksheet

This is Unit A, Lesson 1, Tape 1 in the series entitled SOURCES OF EMPLOYMENT. This tape is entitled "People You Should Know." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/ Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

Experience shows that the single best source of vital information about possible job opportunities are the people you know. Employers would rather hire a person that they know something about rather than a name from a resume. As you prepare to enter the job market, a natural tendency is to look only in the want ads for possible jobs. However, this may not be your most efficient or effective way to find a job. Many jobs are never advertised to the general public. Companies may merely announce an upcoming job opening to their employees. These companies prefer to hire someone already working for them or someone that their employees can personally recommend.

If your friends are aware that you are looking for a job, they can keep you informed if a job opportunity becomes available. Let people know you are looking for a job and what kind of things you would like to do. If you have specific job requirements, be sure to make a special effort to notify friends who work with companies that might have job openings in which you may be interested. Let them know that you would like to work for their company or a similar company.

You could merely ask these people for help when you happened to see them or call them on the telephone and ask for their help. You may get better results if you write a letter outlining your needs. Be very specific about the kind of job you are looking for and what qualifications you have. Make the letter businesslike and to the point. Your friend, who will make an excellent reference when a job becomes available, may wish to pass your letter on to the person who will be hiring new personnel.

When you are writing a letter requesting information about job openings, you need to be friendly and businesslike. Open your letter by bringing your contact up to date about what has happened since you last saw him or her. If you are requesting help from a slight acquaintance, you might refer to the circumstances under which you met, or mention a mutual friend. If you are writing to a good friend or relative, open in the way you normally would but keep the introduction brief.

After the introduction, state the purpose of your letter. State clearly that you are looking for a job. Ask them if they are aware of any job openings where they work or refer to a job opening you have heard of in their company. Indicate the general kinds of work you are seeking, when you will be ready to go to work, geographical limitations, if any, and any other relevant factors. Explain why you are asking for their help and how they could assist you. Remember to be polite. No one owes you assistance and they will be doing this as a favor to you.

Emphasize that you realize that the person you are writing to may or may not know of any openings. Perhaps within your contact's circle of friends and associates there is someone who has a job opening. Ask the person to see if they can help you, either directly or indirectly. In your letter, you should include the types of jobs you are looking for. It is helpful for your contact if you list your qualifications and job experiences.

Don't forget to include volunteer work you have done or hobbies that relate to the kind of work you are looking for. Mention that you have developed a resume and have copies for anyone interested in seeing it. Explain that you welcome the opportunity to meet anyone who might know of any job openings in your field. Don't forget to thank the person and tell him or her that you appreciate anything that can be done for you. Close by saying whatever you would in a face-to-face parting from this friend or acquaintance. Do not include any private information in your letter. Your contact may wish to show your letter to possible employers. Make your letter correct, neat, and legible. Type the letter, if at all possible, to give it a professional appearance.

It is a good idea to develop a file of notecards listing any contact you can think of. Include anyone you can think of that might possibly be able to help you locate a job opening. Do not be afraid to include people you know even slightly. Perhaps your parents have friends who might be able to help you.

Fill out a file card for each contact. Include on each card the person's name, address, zip code and telephone number. Write a few words about how you think he or she might help you. For example, you might put "very active in church and civic groups, knows many prominent business people" or "when she visited us last, she mentioned that the company she works for often has vacancies because of company expansion." Make a place on the notecard to note when and how you contacted the person and the date you made the contact. Use the back of the note card to write comments and possible leads to follow up as a result of the contact.

When you receive a reply to a letter, put any leads or ideas on your file cards immediately. Note the date of your request and the date of the reply, even if it is done in person or over the telephone rather than by letter. This will help eliminate requesting assistance too frequently or duplicating requests. When you receive a reply, put any leads or ideas that the person gives you on your file cards. A follow-up phone call or note thanking the person and telling them how your job hunt is progressing will remind them that you are still looking for a job and could still use any ideas they could give you. Your assignment for tomorrow is to prepare three notecards describing people who may help you find a job in the future.

Another useful source of available jobs is the want ads. Use your local paper if you wish to remain living where you are. If you are willing to relocate or are able to commute, check the want ads in other communities close to you or in large city papers. The larger the community you investigate, the more diversity you will find in the jobs available. If you are serious about finding a job, you must read the want ads every day. Concentrate on the Sunday papers which usually have longer listings. If there is an area of the country where you would like to work, invest in a paper from that area as well. Check the journals and literature of the area you are interested in for want ads.

Circle the ones you are particularly interested in. Note all the particulars, so you are prepared when you call for an interview. If the telephone number is listed, call right away. Have a note pad handy to write down names, addresses, details and appointment dates. If an address is given, go in person. Don't interview over the telephone. The purpose of your telephone call is to arrange for an interview.

If a letter is requested, write immediately. Include your name, address, and telephone number. Make your letter short and to the point. State the position you wish to apply for and where you saw the job opening advertised. Create a good first impression. Sell yourself in your letter. Try to show the employer that you are well suited for the job. Briefly mention any experience that you have that would apply to the work you would be doing. Try to get as much information from the want ad as possible and tailor your letter for that specific employer. Be sure to include a resume. The letter should be typed using a business format and signed in ink.

Don't forget that lots of other people are looking for jobs as well. Call or write as soon as you see the advertisement. Some employers are anxious to hire as soon as possible and the first well-qualified person to apply may be hired. Apply in person for jobs that are closely related to those you are looking for. Employers may have other openings not advertised or may know of someone leaving in the near future. If an employer says they will keep your resume on file, check back with them periodically. Employers are looking for workers who are highly motivated and they may think of you if a job becomes available.

Legitimate ads will give specific requirements that job seekers must meet in order to be considered. The more concrete and specific facts that an ad mentions, the more the job offers in the way of responsibility and skill. Expect to see requirements in the areas of training, education, years of experience, physical demands, and minimum age.

Learn to read between the lines of "attractive phrasing." Public contact or public relations may mean selling door to door or soliciting by phone. Sales promotion may mean direct selling. Sometimes direct selling jobs entail the purchase of expensive sample kits containing goods that are overpriced and of shoddy quality. Outside order taking means house to house canvassing. This type of selling can be extremely unpleasant. People do not like to be bothered, and they can be rude or belligerent. It takes a special kind of person to put up with the frequent failures associated with selling door to door. Think carefully before you get involved with a job that may cost you more than you earn. Supervisory position or management candidate may mean that you will have to try to convince friends and acquaintances to become salespeople working under you. Opportunity to earn does not mean that you will earn as much as advertised. Sales jobs seldom come with guaranteed wages equal to the earning possibilities advertised in newspapers. Investment opportunities means sending your own money, usually to buy something which you then sell to others at a higher price. Investigate these offers carefully if you wish to make a profit.

Blind ads are placed by an employment agency but it doesn't say so in the advertisement. You must pay a fee to get a job through a private employment agency.

When you call to answer an ad, don't sound hesitant, nervous, bored or unassured. Be confident that this might be a perfect opportunity for both you and the company you are interested in. Refer to the specific want ad about which you are calling. Be clear, pleasant, and have answers to the questions you may be asked. Remember, your purpose is to get an interview. The less you say over the phone, the better. Be sure to get the person's name right. It is proper to ask how it is spelled so that you are sure. Write down the date and time of the interview and the address. If you'll need directions on how to get there, be sure to ask.

Don't forget the yellow pages of your telephone book as a source of possible employers. The advertisements tell location and type of work a company does. Write or call the company and inquire about possible openings in the near future.

Included in your lesson is a list of abbreviations used in want ads. Take out the sheet labeled "List of Abbreviations Used in Want Ads." Want ads can be very confusing to read because of the number of unfamiliar abbreviations used. Employers are charged according to the number of letters and spaces used in the advertisement. The briefer the ad copy, the cheaper it is to run. You may find the list of abbreviations helpful in translating typical want ads into understandable English.

Take out the worksheet labeled "Deciphering Want Ads," and a pen or pencil. Fill in the blanks as you hear the want ads read. Use the list of want ad abbreviations to help you.

Elec. (pause) div. (pause) of a rapidly expanding corp. (pause) needs sec. (pause). Must typ. (pause) 60 wpm (pause) and have exc. (pause) shthd. (pause) skills. Hrs. (pause) incl. (pause) eves. (pause) and wk. ends (pause). Sal. (pause) commensurate with exp. (pause). Ref. (pause) required.

(Pause for students to complete assignment.)

Your completed want ad should read as follows. Correct your own work. Electrical division of a rapidly expanding corporation needs secretary. Must type 60 words per minute and have excellent shorthand skills. Hours include evenings and weekends. Salary commensurate with experience. References required.

Here is another example. Complete in the same fashion.

Person needed for hvy. (pause) mach. (pause) maint. (pause). Mech. (pause) training nec. (pause). Contact Mr. Jones at Exco's emp. (pause) dept. (pause). Job bgns. (pause) immediately.

(Pause for completion of assignment.)

The correct want ad should read: Person needed for heavy machine maintenance. Mechanical training necessary. Contact Mr. Jones at Exco's employment department. Job begins immediately.

Complete the next ad.

Clk. (pause) wanted: Temp. (pause) pt. (pause) p.m. (pause). Bgn. (pause) aft. (pause) 15th for 2 mo. (pause). Exc. (pause) possibility for full time in near ftr. (pause). Call co. (pause) hqtrs. (pause) for appt. (pause). H.S. (pause) grad. (pause) desired.

(Pause for completion of assignment.)

Here is the correct ad. Clerk wanted: Temporary part-time afternoons/evenings. Begin after 15th for 2 months. Excellent possibility for full time in near future. Call company headquarters for appointment. High school graduate desired.

LIST OF ABBREVIATIONS USED IN WANT-ADS

adv.	advertising
aft.	after
a.m.	morning
appt.	appointment
asst.	assistant
b.a.	board assistant
bet.	between
bgn.	begin or beginning
bldg.	building
bus.	business
clk.	clerk
co.	company
coll.	college
comm.	commission (pay based on how much business you do)
const.	construction
corp.	corporation (big company)
dept.	department
dir.	director
div.	division (part of company)
elec.	electric
empl.	employment
eqpt.	equipment
etc.	and so on
eves.	evenings
exc.	excellent
exp.	experience
ext.	extension
ftr.	future
gd.	good
gen.	general
grad.	graduate
hosp.	hospital
hqtrs.	headquarters
hr.	hours
hrly.	hourly
H.S.	high school
hvy.	heavy
incl.	including
ind.	industrial
ins.	insurance
jr.	junior (beginner or assistant)
lic.	license
lt.	light (a little)
mach.	machine
maint.	maintenance
mfg., manuf.	manufacturing (making things)
mech.	mechanic or mechanical

med.	medical
mgr.	manager
mo.	monthly
nec.	necessary (must have)
op., oper.	operator or operate
pd.	paid
p.m.	afternoon/evening
pref.	prefer
pt.	part or part-time
rm.	room
refs.	references
sal.	salary
secy.	secretary
sh., shthd.	shorthand
sr.	senior
temp.	temporary
trnee.	trainee (beginner)
typ.	typing or typist
U-W	Underwriter (insurance salesperson)
wk.	week or work
wkr.	worker
wpm	words per minute
yr.	year

Worksheet
Name:____________________

DECIPHERING WANT ADS

Exercise 1

Elec. _____________ div. _____________ of a rapidly expanding corp. _____________ needs sec. _____________. Must typ. _________ 60 wpm _______________ and have exc. ____________ shthd. _______________ skills. Hrs. _________ incl. ___________ eves. ____________ and wk. ends _______________. Sal. _________ commensurate with exp. _____________. Ref. ___________ required.

Exercise 2

Person needed for hvy. _________ mach. _____________ maint. _____________. Mech. ___________ training nec. _______________. Contact Mr. Jones at Exco's emp. ____________ dept. ____________. Job bgns. _______________ immediately.

Exercise 3

Clk. ____________ wanted: Temp. ________________ pt. ______ p.m. _______________. Bgn. ____________ aft. _____________ 15th for 2 mo. ____________. Exc. _____________ possibility for full time in near ftr. _____________. Call co. ________________ hqtrs ______________________ for appt. ___________________. H.S. ___________________ grad. ________________ desired.

Unit A, Lesson 2, Tape 2
Sources of Employment
"Employment Agencies"

Topic:	Sources of Employment
Objective:	Student will be able to compare and contrast the role Illinois State Employment Agency, private employment agencies, and union or apprenticeship programs can provide a source of employment.
Activities:	Review types of Apprenticeship Programs.
Materials:	Apprenticeship Training

This is Unit A, Lesson 2, Tape 2 in the series entitled SOURCES OF EMPLOYMENT. This tape is entitled "Employment Agencies." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by The Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/ Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

Most people find jobs through their own efforts. The use of personal contacts, want ads, and direct applications to companies in your field are the most frequent sources of jobs. However, there are other options that you should be aware of. Both public and private employment agencies can be a useful source of job openings that may not be available elsewhere.

Public employment agencies are run under the auspices of the federal or state government. Public employment agencies were created by legislation in 1933 to help people find jobs. Because of legislation, there is a nationwide network of regional and local public employment agencies, organized by the state departments of labor. These departments work closely with the United States Department of Labor. This encourages uniform functions and quality work in the top level agencies as well as the comparatively small local agencies. It also provides a three-way communication system for reporting employment figures and forecasts and for exchanging information about manpower needs from one area of a state to another, and from state to state.

The role of the Illinois State Employment Service is to serve employers who have job-openings and persons who need jobs. It attempts to bring about an effective match between employers and qualified prospective employees.

Public employment offices provide professional services to applicants and to employers. They offer job counseling, aptitude testing, skill evaluation, and direct job referral and placement for individuals seeking employment. They provide employers with assistance in determining manpower needs, developing affirmative action plans, testing job applicants for certain skills, and recruiting qualified persons for particular job openings.

The Illinois State Employment Service does not charge any fees for their services and is available to everyone residing in the state, including all types of professionals, specialists, tradesmen, and workers of all kinds and descriptions, as well as to those who have no notion of what kinds of work they would like. Clients also include any or all employers who wish to use their services.

After the job applicant and the employment counselor determine several kinds of jobs that are suitable for the individual, the job search is begun. There may be several desirable openings in the area. If not, information on the employment application is put into the computerized JOB MATCH system. The computer searches its files and prints out up-to-date information about similar types of jobs currently available elsewhere. If there are none, or if the applicant does not wish to relocate, the Illinois State Employment Service keeps on trying until a job match is accomplished. Any attempt to find a job should include a visit to the Illinois State Employment Service. Services are free and very effective.

Individual Illinois State Employment Services offices around the state will vary in staff size and extra services that they offer but there is a basic commonality to expect when the student registers. Applicants must complete the application form, which is then reviewed by an interviewer during an interview with the applicant. The applicant may or may not be referred to a job at that time depending on the availability of jobs in the area. After the applicant leaves the office, the application is placed in a file and an effort is made to notify the applicant of subsequent jobs that come in. If the applicant does not hear from the Illinois State Employment Service office, be sure to call them periodically and let them know that you are still looking for work. After a certain set period of time, your file may be deactivated if no action occurs. Another option for finding a job is to use the services of a private employment agency. Unlike the public employment agencies, private employment agencies are profit-making enterprises. Like other businesses, private employment agencies provide products and services for a fee. Information about employment opportunities in your field and counseling service are an example of the services they provide. Products and services are paid by the jobseeker or the company that hires him or her.

Private employment agencies contract with individuals to do job searches and with companies to fill positions with qualified applicants. Whether an agency represents the individual jobseeker or the prospective employer usually depends upon who will be paying the fee. Success depends upon how well an agency is able to effect an equitable match between the two. An agency won't stay in business long if it sends employers unqualified clients or people who are soon dissatisfied and leave the position or it doesn't place individuals in jobs they are happy in. Word soon gets out. Competition forces agencies to adhere to high performance standards.

The range of services provided to the individual jobseeker varies greatly from one agency to another. The services usually depends upon client needs, the job market, and money. A person may require only a single job referral. Another person may need such things as aptitude and job preference testing, ability evaluation, career counseling, assistance in preparing applications and resumes, coaching on interview techniques, and finally several prearranged job referrals. In other words, for a fee, an agency will attempt to provide whatever is needed, including advertising and distributing resumes. An agency may represent an employer in much the same fashion, doing everything for the employer including advertising, screening, testing and even pre-employment training. Many employment agencies are specialized. That is, they serve certain categories of people and employers. For example, business executives, social and health services, data processing and other special fields.

When dealing with a private employment agency, as in other situations which involve a contract, it is wise to be prudent and look over the contract carefully before signing it. Read everything in the contract, including the fine print and be absolutely sure you understand the terms of the contract. The application filled out at a private agency is a contract and is legally binding. If you are applying for a job at a private employment agency and the fee for the job is being paid by the company doing the hiring, you will be placed free. Otherwise if the agency finds you a job, you owe the fee. Fees vary a great deal. You may expect to pay between 50% and 75% of your first month's pay for jobs paying up to $850 per month; about a full month's pay for jobs with annual salaries around $12,000; and a much higher percentage of the annual salary for higher level positions.

If you are hired by an employer to whom you were sent by a private employment agency, you owe the fee unless you have been assured otherwise in advance. Be absolutely certain that you'll be happy with the job and that you know all that it entails before you accept the job. Some private employment agencies use disreputable practices to attain their fees. The "Bait and Switch" technique is used to lure applicants into the agency with a wonderful job that doesn't really exist. The agency then offers referral to a less attractive job assuming that the applicant is so desperate for a job that he or she will be willing to take one that does not meet their expectations. Another disreputable practice to be aware of is repeated placement offers. Beware of an agency that places you on a job and then calls in one or two months with a great new job. If you decide to move up into the new position, the agency collects another fee. Some agencies actually try to see clients underemployed in order to work this game. Most private employment agencies are honest and do not use these practices.

However, you need to be aware of these practices to protect yourself.

Your school counselor may also be able to provide a placement service for employers in your area. Be sure to let your counselor know you are looking for a job, and he or she may be able to furnish you with appropriate leads. The larger your school system, the more likely there is a school placement service provided.

Unions and apprenticeship programs are another source of employment in appropriate fields. If you have decided on the kinds of work you want to do, it's frequently possible to get started by going through the appropriate labor or trade union for a particular kind of job. Many unions maintain a hiring registry which places applicants on a standby status. Positions left over after all card-carrying members have jobs are usually given to those whose names are highest on the registry. Thus, new members have an opportunity to fit themselves into a regular job. Occupational placement of this kind is on the increase.

From the start of mankind, one generation has introduced the younger generation to the arts, traditions, and skills of its technology and craftsmanship through apprenticeship programs. This may be an option for a career for you. Apprenticeship is the only way to learn certain trades. Standards for apprenticeship programs are maintained through joint agreements with the United States Department of Labor. Training received in an apprenticeship program is no less effective or prestigious than any other way of learning a trade. The training can not only be every bit as good as that received in a vocational school, but can also provide opportunity to earn and learn at the same time.

You may go to a union organization and make application for a particular apprenticeship program. The training program may be operated by the union or under a joint agreement between the union and any employing company or group of employers. Another common way to become an apprentice is to get a job with a company having an apprenticeship program. You get a job and then join the union. That way, it is possible to work your way up through the union and the company at the same time. According to the latest Occupation Outlook Manual, some of the positions for which apprenticeships are available and the average length of apprenticeships are listed on the worksheet included with this lesson. Take out the worksheet and follow along. (Pause)

Foundry

patternmakers - 5 years
molder - 4 years
coremakers - 4 years

Machining Occupations

general machinists - 4 years
instrument makers - 4 years
set-up workers - 4 years
tool and die makers - 4 years

Service Occupations

- Food Service
  - cooks and chefs - varies
  - meatcutters - varies
- Personal Service
  - barbers - license and 1-2 years
  - cosmetologists - license and varies
  - funeral directors and embalmers - license and graduation from science school and 1-2 years

Construction Occupations

- asbestos and insulation workers - 4 years
- bricklayers and stone masons - 3 years
- carpenters - 4 years
- cement and concrete finisher - 3 years
- electricians (construction) - 4 years
- floor covering installers - varies
- glaziers - 4 years
- lathers - 2 years
- marble, tile setters, and terrazzo workers - 3 years
- operating engineers - 3 years
- painters and paperhangers - 3 years
- plasterers - 3-4 years
- plumbers and pipe fitters - 5 years
- roofers - 3 years
- sheet metal workers - 4 years
- iron workers, riggers, and machine movers - 3 years

Occupations in Transportation

airplane mechanic - 3-4 years plus license

railroad shop trades - 3-4 years

Technical

drafters - 3-4 years

Mechanic and Repairers

automobile body - 3-4 years

automobile mechanics - 3-4 years

diesel mechanic - 4 years

electric sign repairer - varies

farm equipment mechanics - 3-4 years

industrial machinery repairers - 3-4 years

instrument repairers - 4 years

jewelers - 3-4 years

maintenance electricians - 4 years

shoe repairers - varies

truck and bus mechanics - 4 years

watch repairers - varies

Health Occupations

dental laboratory technicians - varies

dispensing optician - varies

Printing Occupations

bookbinders and related workers - 4-5 years

composing room workers - 6 years

electrotypers and stereotypers - 5-6 years

printing press operators - 2-5 years

Other Industrial Production and Related Occupations

automobile painters - 3 years

blacksmiths - 3-4 years

boilermaking occupations - 4 years

electroplaters - 3-4 years

forge shop occupations - 4 years

millwrights - 4 years

motion picture projectionists - 1-2 years

opthalmic laboratory technicians - varies

stationary engineers - 4 years

Any professional and trade organization maintains an inventory of available positions. Usually, this listing is published in a journal or newsletter. If you are a member of a particular profession or associated with it, a special job listing service may be of advantage. Fraternal, religious, and civic organizations such as the Chamber of Commerce, Rotary, Kiwanis, YMCA, Lions, Salvation Army, and PTA - to name a few - can be helpful in finding a job. Formally or informally, such organizations can supply introductions, job leads, and referrals. Many of them have active programs to assist youth in finding jobs.

Approximately one out of every eight Americans work for the government at one level or another, and the trend is upward toward a higher percentage of the population employed in some aspect of government work. Municipal, county, state and federal agencies are a major source of many kinds of employment.

Civil service positions may not be publicized in newspaper want ads. They must be posted in public buildings and are maintained on an open register. Even if there are no immediate governmental jobs available in your area, it is wise to get your name on as many civil service registers as possible. Openings occur frequently and the person whose name is at the top of the register is the first to be interviewed.

Worksheet
Name:______________________

APPRENTICESHIP TRAINING

Foundry

patternmakers - 5 years

molder - 4 years

coremakers - 4 years

Machining Occupations

general machinists - 4 years

instrument makers - 4 years

set-up workers - 4 years

tool and die makers - 4 years

Service Occupations

Food Service

cooks and chefs - varies

meatcutters - varies

Personal Service

barbers - license and 1-2 years

cosmetologists - license and varies

funeral directors and embalmers - license and graduation from science school and 1-2 years

Construction Occupations

asbestos and insulation workers - 4 years

bricklayers and stone masons - 3 years

carpenters - 4 years

cement and concrete finisher - 3 years

electricians (construction) - 4 years

floor covering installers - varies

glaziers - 4 years

lathers - 2 years

marble, tile setters, and terrazzo workers - 3 years

operating engineers - 3 years

painters and paperhangers - 3 years

plasterers - 3-4 years

plumbers and pipe fitters - 5 years

roofers - 3 years

sheet metal workers - 4 years

iron workers, riggers, and machine movers - 3 years

Occupations in Transportation

airplane mechanic - 3-4 years plus license

railroad shop trades - 3-4 years

Technical

drafters - 3-4 years

Mechanic and Repairers

automobile body - 3-4 years

automobile mechanics - 3-4 years

diesel mechanic - 4 years

electric sign repairer - varies

farm equipment mechanics - 3-4 years

industrial machinery repairers - 3-4 years

instrument repairers - 4 years

jewelers - 3-4 years

maintenance electricians - 4 years

shoe repairers - varies

truck and bus mechanics - 4 years

watch repairers - varies

Health Occupations

dental laboratory technicians - varies

dispensing optician - varies

Printing Occupations

bookbinders and related workers - 4-5 years

composing room workers - 6 years

electrotypers and stereotypers - 5-6 years

printing press operators - 2-5 years

Other Industrial Production and Related Occupations

automobile painters - 3 years

blacksmiths - 3-4 years

boilermaking occupations - 4 years

electroplaters - 3-4 years

forge shop occupations - 4 years

millwrights - 4 years

motion picture projectionists - 1-2 years

opthalmic laboratory technicians - varies

stationary engineers - 4 years

NAME________________

Select the best answer from the list of words provided and write the letter of the word in the blanks.

1. The three most common ways of finding a job are ________, ________, and ________.

2. Other sources of information about jobs are ____, ____, ____, ____, and ____.

3. The services which the State Employment Service offers to applicants are ____, ____, ____, and ____.

4. A major employer of Americans are ________________.

a. private employment agencies
b. aptitude testing
c. labor unions
d. personal contacts
e. governmental agencies
f. job counseling
g. direct application
h. school counselors
i. Illinois State Employment Service
j. professional or trade organization
k. want ads
l. job referral and placement
m. skill evaluation

Mark true (T) or false (F)

5. Most people find jobs through their own efforts.

6. The public employment agencies charge the job applicant a fee for their services.

7. Employers may use the Illinois State Employment Service to test prospective employees.

8. You can find out about jobs in other states through the Illinois State Employment Service.

9. The fees charged job applicants by private employment agencies are often 50% to 75% of the first month's pay for jobs paying up to $850.00 a month.

10. Apprenticeship training for most jobs take more than five years.

Unit B, Lesson 1, Tape 1
Resume Writing
"Rules to Resume Writing"

Topic:	Resume Writing
Objective:	Student will be able to identify the characteristics of an effective resume.
Materials:	Resume Worksheet

This is Unit B, Lesson 1, Tape 1 in the series entitled RESUME WRITING. This tape is entitled "Rules to Resume Writing." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/ Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

The resume is probably the single most important piece of written communication you have to complete as part of the job application process. There is no single way of writing an effective resume. Each resume you send out should be written for the potential employer and the specific job you are applying for. Make a list of all the qualifications you should have to perform effectively in the job. Then make a list of all the experiences you have had that match those qualifications. Don't be tied down to listing only the jobs you have been paid for. Think about classes you have had at school that could be helpful. Clubs and organizations often provide you with experience that can carry over into a job. Leisure time activities and volunteer work are important places to gain experience that employers can use. It is more important to analyze what you have done and try to identify the skills you have mastered than to merely list jobs you have been paid for in chronological order.

The purpose of a resume is to get you an interview. Few employers are willing to interview all the applicants for a job. Many are unqualified or unsuited for the job opening and employers try to weed out any applicants who are really not competitive. The interviewing process is time consuming and expensive. Many companies only interview the top three or four candidates. This weeding out process is mainly based on a review of the resumes received in response to advertisement of the job opening in the want ads or trade journals.

The interviewing process is used to make almost all hiring decisions. No matter how impressive someone's resume appears, the prospective employer wants to talk to the people that seem to be qualified. It is a very rare occurrence for an employer to hire someone sight unseen. The resume merely is a tool to access the kinds of experience an applicant has. The interview process allows an employer to ask specific questions about this experience and to decide how well the applicant would fit in with other employees and the supervisor the person would be working with.

Your resume then should make you stand out from other applicants. It should serve to convince an employer that you are a person that could make a real contribution to his or her company. Your resume provides an opportunity to display and market your assets in a way that is personal, businesslike, professional, attractive, correct and thorough. It represents you to the employer and will convince them to meet you and learn more about you.

It is true that styles and content of resumes vary, but there are some features that are common to all types of successful resumes. Hiring isn't an objective process. The employer does not count up the number of qualifications each applicant lists on his or her resume and then hire the applicant with the most usable qualities. It is a more typical situation that the employer will select the person that has the best all-around qualities that will fit the job. This is usually determined during the interview. Employers want trainable applicants with enthusiasm, initiative and a willingness to work. It is not unusual for employers to train new employees that are lacking certain skills. Dependability, reliability, honesty and professionalism are traits that an employer wants employees to have when they are hired. Combinations of basic traits of a good employee, necessary job skills and know how are what most employers want.

A mere listing of jobs and experiences you have had is not enough to include in a resume. Employers are as interested in how you have benefited from your experiences and how you could use those experiences to benefit their company as they are in what you think are your best qualities, and when you write a resume, remember you are creating a picture of yourself that reflects how well you would fit into a company and provide the best possible alternative to all the many applicants they are considering. There are two important points you need to remember when writing your resume. Number 1. Your resume must stand out from a stack of hundreds. Point number 2. Your resume must do full justice to your qualifications, your personal strengths and your accomplishments.

There is no such thing as a perfect resume. Some are better than others, but most could be improved in one way or another. Developing an outstanding resume can be a difficult and frustrating task, but it is an opportunity to create your own ticket to success.

Some rules apply to all resumes. It is wise to learn them and follow them, whatever the style of your resume or the depth and breadth of your experience. Number 1. Always be totally truthful and accurate in what you write. Include what you have done, not what you wish you had done in your previous jobs. Stretching the truth will catch up with you and can cause you untold difficulties once you have the job. Falsifing application information can be grounds of dismissal from a job, even if you are performing it well. Nothing will destroy your credibility faster than a discrepancy between the information given on a resume and what you tell a prospective employer during an interview or the information given by one of your references.

Number 2. Don't include information that will reflect badly upon you. Don't lie if you are asked for specific unpleasant information, but you don't have to tell everything about yourself in your resume. Your resume should truthfully show the kind of employee you could be. If you have had an experience you would rather your prospective employer did not know about, it may be best not to include it. It may be hard to know where to draw the line between telling the whole truth on a resume and tactfully deleting certain information.

Number 3. General resumes that can be sent to a great many employers are often applicable to none of the positions you wish to apply for. A general resume usually will fail to impress anyone. Be prepared to adapt your general resume to apply specifically to each job you apply for. Tailoring your resume for a specific company and a specific job may take some research on your part, but it may make the difference between getting an interview and being ignored.

Number 4. Say only what needs to be said and no more. Many employers will not even look at resumes that are longer than two pages long. One page is better and that page should have wide enough margins and spaces between categories that the employer can read it quickly and get a clear picture of you with ease. The resume is not a replacement for the interview. You want the employer to invite you in to find out more about you. Clarity and precise language are always the guidewords in resume writing.

Number 5. You do not have to include personal information. Don't explain the reason you have changed jobs. If necessary, that can be discussed at the interview. Don't state religious or ethnic background. Some employers have rules against having information on religion or race on application materials so that there is no chance that they could be accused of making prejudicial decisions. If this information is included, it may eliminate you for consideration for a job you are well qualified for. Don't list the names of references on your resume. Wait for the employer to request this information.

Number 6. Always have someone else critique and proofread your resume. Ask for suggestions. Another person can find errors and awkward phrases or omissions that may not seem obvious to you. You know more about yourself than anyone else.

Sometimes you are so close to the subject, a more objective opinion may be helpful.

Number 7. Be exceptionally, incredibly, totally, and overwhelmingly neat. The resume should be typed, even if you must rent a typewriter or have it done. Make sure the keys are clear and clean. An electric typewriter will give you the best copy. Use good quality, high rag content paper and be absolutely sure there are no grammatical errors or mispelled words. Information should be well organized and clearly categorized. If you must send a reproduced copy, use the best method and paper available. Don't send out reproduced copies that have black lines around the edges or with black marks streaking through the copy. The finished resume should look well polished and professional.

Take out the sheet labeled "Resume Worksheet." (pause) We have just been over the important points all resumes should include. In a nutshell, they are:

Number 1: Be honest.
Number 2: Be positive. Show yourself in the best light.
Number 3: Adapt your resume to a specific job and employer.
Number 4: Keep your resume to one page if possible, two pages as the maximum.
Number 5: Don't include unnessary personal information.

Number 6: Have someone critique and proofread your final resume.

Number 7: Make your resume neat, correct and professional looking.

NAME________________

Answer true (T) or false (F) to the following questions

1. The resume only repeats what is on the job application so it is unimportant.

2. The purpose of the resume is to secure a job interview.

3. The resume is a way of presenting yourself to the employer which reflects your personal and business style.

4. It is okay to write some things on the resume which may be stretching the truth a little in order to make your resume stand out more.

5. You should write a specific resume for each position applied for.

6. A three page resume is better than a one-page resume because the employer will be impressed with all of your accomplishments.

7. Your race and religion should always be stated clearly on a resume.

8. Don't worry about getting a resume in perfect condition. The employer will be interested only in the content not the appearance.

Worksheet
Name________________________

Resume Worksheet

Number 1: Be honest.

Number 2: Be positive. Show yourself in the best light.

Number 3: Adapt your resume to a specific job and employer.

Number 4: Keep your resume to one page if possible, two pages as the maximum.

Number 5: Don't include unnessary personal information.

Number 6: Have someone critique and proofread your final resume.

Number 7: Make your resume neat, correct and professional looking.

Unit B, Lesson 2, Tape 2
Resume Writing
"Making Your Resume Fit"

Topic:	Resume Writing
Objective:	Student will analyze a resume and compare written objectives and experiences with Mary Ellen Whitney's job aspirations.
Activities:	Critically evaluating Mary Ellen Whitney's Resume as it is discussed on the tape.
Materials:	Resume Outline Mary Ellen Whitney's Resume

This is Unit B, Lesson 2, Tape 2 in the series entitled RESUME WRITING. This tape is entitled "Making Your Resume Fit." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

Once you have the basic rules of resume writing firmly in mind, you need to analyze your background and design a sample resume. This resume will not be sent to prospective employers. Instead, it is a reference tool for you to use when you write a resume directed toward a specific job. The basic rule of thumb for resumes is one to two pages long. However, this working copy can be as long as you want. It is a reference for you that will make specific resume writing easier.

As you should already know, there is no perfect way to put together an interview winning resume. However, there are some guidelines you should follow that will help you organize your experiences. Most resumes fall into two general classes. One type uses a step by step chronological format, organized sequentially. The other is organized with a functional orientation, centered around related accomplishments. One is as good as the other and the format you use will depend on what types of experience you have. If the jobs you have held in the past seem to show you have moved in a straight line toward the job you are now seeking, a chronological format is probably the best choice. This is the most frequently used format and is probably a little easier than a functional resume to write. It takes less time to organize and is easily adapted to application forms.

Take out Mary Ellen Whitney's sample chronological resume included with this lesson. (pause) Mary Ellen is looking for a job in a restaurant that will give her a chance to learn restaurant management and food preparation on a retail level. Mary Ellen is interested in eventually owning and managing her own restaurant. She has worked in some phase of restaurant work since she was a freshman in high school. Each job she has held has been a more responsible position in the retail food preparation field. Since each job she has had involved a different aspect of restaurant work, the chronological format is the logical choice.

At the top of the resume, Mary Ellen includes all pertinent personal information. Her address and phone number are listed under her name where they are easy for the employer to find. It is important to provide this information so that a prospective employer can easily get in touch with you for an interview. Don't bury this type of information in the body of the resume, it makes the information harder for the employer to find.

Mary Ellen has a clear idea of the type of job she is looking for and the kind of experience she wants to obtain. This is stated in the job objective. The job objective is optional. An employer is often more likely to hire someone who has a clear goal in mind and it is obvious the job will provide this type of experience. Mary Ellen wants to learn as many phases of restaurant management as she can. She is going to be willing to do many types of jobs and this willingness to be flexible is important in the kind of job for which she is applying for. She wants to make a career of restaurant management so she is likely to work hard and show motivation that someone not really interested in developing a career might not have. This section of the resume is extremely important. If you can show that the job you are applying for fits logically into your career plans and that you have been preparing yourself for this type of job, an employer may be more likely to hire you. Employers are looking for employees who will enjoy their work and find a sense of fulfillment as well as perform a service for their employers. People who see their work only in terms of a means to a paycheck often become dissatisfied and are not as effective as those who find their job a source of success and satisfaction.

Mary Ellen's resume lists the name of her high school and date she was graduated. She also has listed the courses she has taken that relate to the job she wants. Her background includes Home Economics, which directly relates to food management. She has taken business, secretarial and mathematics courses. These classes may allow her to help a manager with more than the preparation of food. Listing coursework or experience indirectly related to the job may show you are flexible enough to expand the job description to fit your qualifications. The more you can contribute to the company, the more likely you are to be hired.

Since Mary Ellen's experience is all related to the food industry, a chronological format is appropriate. Mary Ellen started working in the school cafeteria as a student helper. During the summer, she was a carhop. Instead of merely listing the names and addresses where she worked, Mary Ellen has included her job responsibilities and any special accomplishments associated with the job. While she was a carhop, Mary Ellen consistently received large tips. Since the amount of tipping is usually dependent on the quality of service a waitress gives, an employer can draw the conclusion the customers were extremely well satisfied. Mary Ellen's first two jobs were directly related to serving food to the public. At the Main Street Diner, Mary Ellen was a short order cook. Not only did she get experience preparing orders and organizing the preparation so meals were ready simultaneously, she was responsible for keeping track of inventory and ordering supplies. She did this with the help of her supervisor but by the end of the summer, she merely had the supervisor check the order before it was placed. Since she had the majority of the responsibility, she can list it as part of her qualifications. Since cleanliness is such an important part of restaurant management, her knowledge in this area is necessary if she is to supervise others in maintaining cleanliness standards.

The position with Walnut Inn is certainly a more responsible one than she had held previously. This job included supervising other waitresses and full responsibility for the salad bar. Her problem solving ability is emphasized by listing specific accomplishments. Finding a way to minimize food waste, organizing the time keeping system, and designing a custom menu format are all jobs beyond the usual responsibilities of a waitress. Mary Ellen appears to be ambitious and willing to work hard. Instead of complaining about problems, she attempts to solve them. Specific facts and figures are always impressive. Mary Ellen was able to increase the restaurant's sales volume by 20 percent. This is valuable added income for her employer. However, if you include this kind of information on a resume, don't be tempted to make the figures higher than they really are. Your employer may be asked to substantiate this information when a prospective employer checks your references.

Your assignment now (or tonight) is to review and write pertinent information on the worksheet provided. Make sure you don't leave out any information. Follow the Resume Sample to help you get started.

Resume Outline

I. Personal Information

- A. Your FULL NAME
- B. Your complete home address
- C. Your area code and home phone number
- D. Do not include a photograph

II. Job Objective (optional)

- A. The job objective is of crucial importance
- B. Objective statement should include
    - 1. Job function
    - 2. Type of employer
    - 3. Geographical area
- C. Be specific
- D. Design the rest of your resume to support the objective

III. Education

- A. Include high school you graduated from or the projected date of graduation
- B. If applicable, include specific training, honors and special programs you participated in
- C. Include relative coursework

IV. Work Experience/Employment History

- A. Chronological and Functional formats use different forms of organization
- B. Recent employment should be described in more detail
- C. Stress your accomplishments

V. Personal Interests

- A. Include hobbies, sports, what you enjoy doing in your free time
- B. Highlight leisure time activities that relate to your job objective

VI. References

- A. Use the following statement: "References will be provided on request" or include 3 reference names, addresses, and phone numbers in this section of the resume
- B. When you give references, include your former boss
- C. Provide references who are prominent and who know you well
- D. Get permission from your references before you use their names

Mary Ellen Whitney
10 North Adams Avenue
Springfield, IL 62705
Home Phone: 889-7763

Job Objective: To serve as assistant to the manager of a large restaurant to learn all phases of restaurant management and retail food preparation.

Education: Graduated from Dunmone Community High School in 1977.

Related Courses Completed

Home Economics
Principles of Retail Management
Career Education
Mathematics
Bookkeeping
Typing

Work Experience:

Summer, 1983

Walnut Inn, 110 First Avenue, Springfield, Illinois.

Waitress and Salad Girl, Assistant to the head waitress, supervised two part-time waitresses in addition to being responsible for planning and preparing the Inn's salad bar daily.

Accomplishments include the development of an innovative system for minimizing food wastes, an improved method of time keeping for part-time waitresses, and a custom menu format. Was able to increase volume by over 20 percent.

Summer, 1982

Main Street Diner, 5512 Main Street, Springfield, Illinois.

Shortorder Cook
Responsible for preparing shortorder food, keeping stock inventory, placing wholesale orders, and maintaining cleanliness standards.

Summer, 1981

Bark n' Moo, Highway 66 North, Springfield, Illinois.

Carhop
Responsible for serving customers in their cars and keeping outside area clean. Had sizable income from tips.

1978-81 — **Dunmore Community Grade School**, Dunmore, Illinois

Student Cafeteria Helper
Assisted in the cafeteria luncheon line.

Personal Interests — Twice a winner of State Fair Pie Contest. I enjoy cooking and inventing new dishes. In my neighborhood, I have organized an informal group of my friends that meet monthly to sample foods from foreign lands and enjoy planning my family's menu. Other hobbies include photography, swimming and ice skating.

References — References will be provided on request or list 1-3 references, addresses, and phone numbers.

Worksheet 1

Resume Worksheet

Follow the resume format and sample resume and create a resume worksheet using your own personal information concerning education and work experiences. Don't forget to use key resume words. They are provided for you on a sheet in this packet.

Unit B, Lesson 3, Tape 3
Resume Writing
"Evaluating Your Resume"

Topic:	Resume Writing
Objective:	Students will use Resume Checklist to evaluate their resume.
Activities:	Evaluate Resume Take Vocabulary Quiz
Materials:	Resume Checklist Vocabulary Quiz

This is Unit B, Lesson 3, Tape 3 in the series entitled RESUME WRITING. This tape is entitled "Evaluating Your Resume." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

You now should have completed two important aids to future resume writing. Your resume worksheet, if completed in detail, will make it much easier to write a resume for a specific job. It is unlikely that you would ever use all the information on your resume worksheet in one resume, but you can pick appropriate information to fit your needs. The resume worksheet you have just completed will provide you with the format to complete a specific resume.

Take out the worksheet labeled "Resume Worksheet" and a pen or pencil. (pause) Rate your worksheet on the scale on the right side of the sheet. Make a check in space below 5 if you think you did an incredibly stupendous job. Mark 4 if you thought your resume was above average in that category. A check in 3 means average. A check in 2 means poor, and the section definitely needs reworking. A check in column one means you blew it and you had better start all over on that category and rewrite those sections. Be honest. You are not doing this particular assignment for a grade. It is important to be able to critique your information, find your mistakes and correct them. Most people rewrite their resume many times before actually submitting it. A good resume is so vitally important in the process of finding a job that it is worth the time necessary preparing a sample resume of the highest quality. When you write a specific resume for a job you are actually applying for, use your perfected sample as a guide. Merely substitute pertinent information for what you have on the sample. Now rate yourself on the information on your worksheet.

RESUME WORKSHEET

Rate yourself:	High	Average			Low
	5	4	3	2	1
1. All information is truthful.					
2. The information projects a positive image.					
3. The resume is clear and concise.					
4. Have I remembered to eliminate irrelevant personal information.					
5. I have had someone else proofread my resume.					
6. I have not forgotten any important information.					
7. The resume deserves an interview invitation.					
8. I have shown my past experience to its best advantage.					
9. Your resume creates a picture of the real you.					
10. Everything is spelled correctly.					
11. Grammar is correct.					
12. Organization is clear.					
13. Resume is neat, with wide margins and plenty of white space between categories.					
14. The resume is no longer than two typed pages.					
15. Everything in the resume can be supported.					
16. It is not possible to eliminate any words and keep the meaning clear.					
17. The objective is clearly stated. (if used)					

18. The objective contains a specific statement listing the kinds of tasks you wish to do. ___ ___ ___ ___ ___

19. Every statement in the resume supports the objective. ___ ___ ___ ___ ___

20. I appear outstanding from a potential employer's point of view. ___ ___ ___ ___ ___

21. I have used key resume words. ___ ___ ___ ___ ___

Have you put forth effort on your resume to do it as well as you can? Yes No

What points need improvement?

1.

2.

3.

4.

5.

Add together your scores on the rating scale to see how well you did. It is important that you are honest with yourself when you rate your resume. An employer does not see your resume as a class assignment. Your chances of receiving an invitation to an interview is almost totally dependent on how well you construct your resume. Compute your score. (pause)

If your score is under 50, you need to completely rewrite your resume. Scores from 60 to 75 are about average and marginally acceptable. If your score falls between 76 and 94, your resume is impressive but could use more thought. Scores of 95 or higher indicate an outstanding resume.

Since a resume is such an important part of finding a job, it is important to review the critical aspects of resume writing. Do you remember the basic rules of resume writing? (pause) They were:

Number 1. Be honest. Don't exaggerate.

Number 2. Project a positive image.

Number 3. Make your resume specific to a particular job.

Number 4. Be concise. Allow wide margins and plenty of white space. Keep your resume to one typed page.

Number 5. Don't include extraneous personal information.

Number 6. Have someone proofread your final copy. You should have no mistakes.

Number 7. Your resume should be clearly organized.

Number 8. Be neat. Always type your resume.

Without looking at your resume, can you remember the six categories that are the organizational background of all resumes? (pause) They were:

Number 1. Personal information including your full name, address and home phone number.

Number 2. Job Objective (optional). The importance of a precise, articulate and well formulated objective statement cannot be over emphasized. It is one of the qualities that can cause your resume to be selected over all the rest. It's important, too, because the rest of your resume should point to your objective.

Number 3. Education. If you don't have advanced training, your projected date of graduation and relevant course work would be appropriate.

Number 4. Work Experience or Employment History. In this section you must decide the most appropriate format to use. If you use the chronological approach, list your jobs in the order you have held them, beginning with the most recent one and working backwards. Be sure to include a short description of your responsibilities and accomplishments. If you have had a number of short term jobs that are seemingly unrelated, the functional format may be a better choice. Organize your resume using functional categories. Close this section with a list of employers, places of employment and the dates you worked.

Number 5. Personal Interests (optional). Be sure to include any hobbies that directly relate to the job you are applying for. Unrelated interests will help a potential employer know more about the kind of person you are. This section may help an employer open an interview comfortably.

Number 6. References (optional). Always use the statement: "References will be furnished on request" or you may provide 1-3 references that are prominent and who know you well. Remember to ask their permission before using their name, address, and phone numbers.

Review the list of "Key Vocabulary Words." Do you remember what they mean and how to spell them? Take out the sheet labeled "Vocabulary Quiz" and see how well you have mastered these key terms.

Key Resume Words

1. Ability - skill or power to do an act
2. Academic - relating to education
3. Achieve - accomplish
4. Administrative - concerning the management of a job
5. Capability - aptitude, the ability to learn to do something
6. Capacity - the ability to learn or do something
7. Competency - ability, properly qualified, able
8. Complete - total
9. Consistent - always the same, keeping the same habits
10. Contribution - to give help or support
11. Coordinate - to adjust or put in the proper order
12. Creative - inventive
13. Design - to plan or arrange
14. Demonstrate - show, illustrate
15. Develop - to become better or more useful, to create something
16. Direct - to manage or guide
17. Effectiveness - able to cause a required result
18. Efficient - the ability to do something without wasted effort or time
19. Enlarge - to expand, extend, augment or broaden
20. Equip - provide, supply the needed physical or mental qualification to do a task.
21. Establish - start a new precedent or project on a lasting basis, to bring about

22. Evident - obvious, clear

23. Executive - having to do with managing affairs, a manager

24. Expand - enlarge

25. Experience - the skill and knowledge a person has learned through observing or doing

26. Feasible - possible

27. Guide - to lead the way, direct

28. Implement - to put something into effect

29. Improved - to make something better

30. Increase - add to, enlarge, make more numerous

31. Initiate - to be the first one to start something

32. Innovative - to bring about something new or a new way of doing things

33. Instrumental - useful, helpful, acting as a means of accomplishing something

34. Knowledgeable - expert, familiar with

35. Major - important, of large effect

36. Management - administrative skill

37. Mature - to act as an adult

38. Organized - systematically arranged

39. Particularly - specifically, especially

40. Performance - to carry out a task, the act of carrying something out

41. Pertinent - relevant to the point of the matter

42. Potential - possible, capability

43. Productive - producing a great deal

44. Professional - appropriate to an occupation

45. Proficient - skilled, adept, competent

46. Profitable - beneficial

47. Proven - verified, confirmed

48. Qualifications - the aspects that make someone competent or fit for a task

49. Qualified - fit, able, competent

50. Quantity - amount

51. Resourceful - quick witted, good at thinking up solutions to problems

52. Responsible - reliable, trustworthy

53. Scope - the range of application for a project

54. Significant - important

55. Sound - reasonable, right, honorable, straightforward

56. Specialize - to become skilled in one particular job or in a special skill

57. Substantial - important, large

58. Successful - accomplishing what is desired or intended

59. Thorough - complete

60. Versatile - able to do many things well

61. Vigorous - strong and active

VOCABULARY QUIZ

Pick the synonym. Put the correct letter on the line.

_____1. Initiate means a)reliable, b)producing a great deal, c)to be the first one to start something, d)to adjust or put in the proper order.

_____2. Scope means a)trial, b)management technique, c)able, d)breadth of application of a project

_____3. Ability means the same as a)evident, b)proficient, c)substantial, d)vigorous

_____4. Potential means a)enlarge, b)gain, c)complete, d)capability

_____5. Coordinate means a)organize, b)establish, c)continue, d)interview

_____6. Feasible means a) always the same, b)to manage or guide, c)possible, d)specifically, especially

_____7. Implement means a)to put something into effect, b)relevant to the point of the matter, c)appropriate to an occupation, d)important, large

_____8. Pertinent means a)management skill, b)relevant to the point of the matter, c)confirmed, d)verified

_____9. Versatile means a)profitable, b)able to do many things well, c)to put something into effect, d)make more numerous

____10. Efficient means a)to create something, b)to start a new precedent or project on a lasting basis, c)the ability to do something without wasted effort or time, d)inventive.

Unit B, Lesson 4, Tape 4
Resume Writing
"Chronological Resume"

Topic: Writing Resume's

Objective: Student will be able to identify the parts of a Chronological Resume. Student will be able to identify the parts of an appropriate resume for themselves.

Materials: Mary Ellen Whitney's Resume
Resume Outline

This is Unit B, Lesson 4, Tape 4 in the series entitled RESUME WRITING. This tape is entitled "Chronological Resumes." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

Look at Mary Ellen Whitney's resume again. Each job Mary Ellen has had shows additional responsibility and versatility. By listing her jobs chronologically, this is immediately apparent to a potential employer. Notice that the jobs are listed with the most recent employment first. Some employers are only interested in your most recent job. Other employers want to know if you have a variety of experiences and are interested in seeing if your employment history is parallel, with similar types of jobs in a number of places, or if you have progressed into increasingly responsible and varied positions.

Mary Ellen has included a section labeled personal interests. This section allows you to highlight accomplishments and activities that relate to the job opening that are not work related. Mary Ellen must be a good cook if she has won the State Fair Pie Contest twice. She enjoys menu planning and food preparation and uses her leisure time to do activities directly related to these areas.

Mary Ellen was wise to select the chronological format for her resume. As an employer skims the resume, it is easy to see her work experience is directly related to the job objectives she has set and each position has entailed an increasing amount of responsibility. Her accomplishments are not hidden by extraneous information.

There are six major elements that should be included in a resume, no matter which format you choose. Look at Mary Ellen's resume again. Her resume starts with Personal Information at the top of the page. The second category is clearly labeled *Job Objective*. Under this is the heading *Work Experience*. She could have titled this section *Employment History*. In this section, dates of employment are listed in the margin under the category label for clarity. The heading *Personal Interests* provides a place for non-employment experience that relates directly or indirectly to the job. The final section is labeled *References*.

Take out the sheet labeled *Resume Outline*. (pause) Notice that these six categories are the organizational backbone for all types of resume formats. It is essential that you include each of these categories somewhere on your resume.

The first category to include is *Personal Information*. This should include your full name, your complete home address and your area code and home phone number. You may wish to provide other information which you feel will help you in getting a specific job. Being unmarried and free to travel or relocate may be relevant for certain jobs. In applying for a job with a religious organization, being of the same faith may help. Weigh the value of including such optional information as age, height, weight, marital status, sex and health status in relation to the job for which you are applying. Attaching a picture to a resume is not advised.

The second category you should include in all resume formats is a *Job Objective*. You should provide a well developed statement about the type of positions you are seeking. It's not a long-range goal. It's a short-range objective for the present.

The objective should be specific. The more specific the better. If you have more than one objective, make several versions of your resume.

Your objective statement is of crucial importance: no employer wants someone who doesn't know what he or she wants. The objective statement should describe:

1. Job function. You should state the kinds of tasks you want to do by title or description.

2. Type of employer. Would you prefer working for a small, privately owned company or a large corporation? Are you interested in working for a retail firm? Would government work appeal to you? Perhaps you would like the challenge of growing with a new company. Are you looking for the security and benefits of working for an old, established firm? This is the place to make these wishes clear.

3. Geographical area (optional). Do you wish to stay and work in your home town? Are you willing to travel or relocate frequently? Are you interested in working in a large urban setting or would you be happier in a rural atmosphere?

The importance of a precise, articulate and well-formulated objective statement cannot be over emphasized. This is one of the qualities that can cause your resume to be selected over all the rest.. It's important, too, because the rest of your resume should point to your objective. If you've not developed at least a general objective, then chances are you're not ready to write your resume. Once you have determined your objective, the rest will be easy because the objective determines what should be included.

The next section of your resume should include your educational background and special training you have received. Use your judgement to decide what to include. You may wish to include all the schools you've attended, or only the ones from which you graduated. You may want to mention some courses which are relevant to your job objective. You also might want to mention any other pertinent training, honors or distinctions, and special programs in which you participated. If your objective requires that you be especially dependable, you may mention your perfect attendance record at school. Don't overlook education experiences or those associated with education (such as an internship) as a fine opportunity to demonstrate some of your personal strengths and accomplishments; this is another chance to catch the interest of the person reading your resume.

The fourth section of your resume should include your work experience or employment history. Here, the two kinds of resumes--chronological and functional--take divergent formats. If you use the chronological approach, you usually begin with your last job. Give inclusive dates; the name and location of the employer; the job and title you held when you left; a short description of your responsibilities and duties; and any special accomplishment, merits or recognition that you received. Bragging is never favored but don't be overly modest in this section. No one reading your resume is going to dig to uncover your merits. Don't bury them. You must toot your own horn. Remember, you're selling yourself. So, be dynamic. Be selective, too. Emphasize accomplishments which reflect and underscore your stated objectives. Don't overlook anything that an employer might feel was an important asset. Include promotions, raises, and anything that you either accomplished by yourself or which was accomplished with your help.

Recent experiences should take up more room and be more detailed than earlier jobs. Treat each job in the same way. Try to emphasize the more significant jobs if you have held a variety of positions. Less relevant jobs should not be summarized in too much depth. You may or may not indicate reasons for leaving each job. It is probably best to leave the reasons for leaving to be explained at the interview if the employer is really interested. Also, it is usually better not to list income for each job.

The jobs listed on your resume should be listed most recent to less recent. Use your last job first and continue from there chronologically.

In many ways, the chronological format is easier. You simply list the jobs beginning with the most recent. The functional format can be used to very good advantage, however, when the chronological order doesn't seem logical. This is frequently the case for young workers, who may have done seemingly unrelated things such as baby sitting and lifeguarding. In this case, one could develop an impressive resume by taking stock of all jobs, picking out their similar functions, and listing them under an appropriate heading, say--"working with people." Under it, you would list experiences and accomplishments. Remember that your prospective employer will be asking, "What were the results of your efforts?" "How does this apply to the job I have to offer?" You needn't identify where you've worked under such a heading. Tell only what you did, putting aspects of each job under several headings.

After you have pretty well exhausted such entries under several common headings, make a simple chronological listing of each job, giving only the inclusive dates, your titles, and the name and location of the company.

The section labeled Personal Interests will be short but adds another dimension to your resume. This is your chance to share something in common with your prospective boss--something which can make you stand out from other applicants with similar qualifications. Use this section to reveal personal things--your hobbies, what sports you enjoy, what kinds of books you like best, your pets, things which will help your prospective boss relate to you as a person. This section can be particularly useful as an "ice breaker" in the interview.

The final section of your resume should be labeled References. Always use the following statement: "References will be provided on request." It's better to identify references later, when asked. Some references may be better than others for a particular job. Moreover, if your references are besieged by requests, some may go sour on you. When you do give references, you should list your former boss; if you don't, you will be suspect. Try to get their permission to be used as references and let them know when you leave their names with employers.

There are many other details that could go into your resume, like the date of the resume, your social security number, whether you have a special driver's license, and articles you may have published, and so forth. You must use your own judgement as to whether or not they support your objective and strengthen your case. It is recommended that you begin drawing up and developing the resume you will be using well in advance of when you will actually need it, so that you will have time to continually refine and polish it. When you send out the final copy, your resume should represent your very best efforts and should be something you can present to a prospective employer with pride.

RESUME OUTLINE

Personal

A. YOUR FULL NAME
B. Your complete home address
C. Your area code and home phone number.

Job Objective (optional)

1. Job Function, e.g., kinds of tasks you want to do by title or description.

Education

Use your own judgment. Include special training, courses that relate to the job, honors or distinctions, and special programs you participated in.

Work Experience/Employment History

1. Chronological format - give inclusive dates, name and location of the employer, job and title and a short description of responsibilities and duties.

2. Functional format - list responsibilities under appropriate heading. Give a chronological listing of each job, including only dates, your title and the name and location of the company, at the end of this section.

Personal Interests (optional)

Use this section to reveal personal things, hobbies, sports you enjoy, interests you have. This section can be particularly useful as an "ice breaker" in the interview.

References (optional)

"References will be provided on request."

Sample Resume #1

Mary Ellen Whitney
10 North Adams Avenue
Springfield, IL 62705
Home Phone: 889-7763

Job Objective: To serve as assistant to the manager of a larger restaurant to learn all phases of restaurant management and retail food preparation.

Education: Graduated from Dunmore Community High School in 1977.

Related Courses Completed

- Home Economics
- Principles of Retail Management
- Career Education
- Mathematics
- Bookkeeping
- Typing

Work Experience:

Summer, 1983 — **Walnut Inn,** 110 First Avenue, Springfield, Illinois.
Waitress and Salad Girl, Assistant to the head waitress, supervised two part-time waitresses in addition to being responsible for planning and preparing the Inn's salad bar daily.

Accomplishments include the development of an innovative system for minimizing food wastes, an improved method of time keeping for part-time waitresses, and a custom menu format. Was able to increase volume by over 20%.

Summer, 1982 — **Main Street Diner**, 5512 Main Street, Springfield, Illinois.
Shortorder Cook
Responsible for preparing shortorder food, keeping stock inventory, placing wholesale orders, and maintaining cleanliness standards.

Summer, 1981 — **Bark n' Moo**, Highway 66 North, Springfield, Illinois.
Carhop
Responsible for serving customers in their cars and keeping outside area clean. Had sizable income from tips.

1978-81	**Dunmore Community Grade School,** Dunmore, Illinois **Student Cafeteria Helper** Assisted in the cafeteria luncheon line.
Personal Interests	Twice a winner of State Fair Pie Contest. I enjoy cooking and inventing new dishes. In my neighborhood, I organized an informal group of my friends that meet monthly to sample foods from foreign lands and enjoy planning my family's menu. Other hobbies include photography, swimming and ice skating.
References	References will be provided on request.

Unit B, Lesson 5, Tape 5
Resume Writing
"Experiential or Functional Format"

Topic: Resume Writing

Objective: Student will be able to identify the format for a functional resume.

Activities: Analyze Gary's experience and locate how and where it is located on the resume.

Materials: Gary Heinrich's Resume.

This is Unit B, Lesson 5, Tape 5 in the series entitled RESUME WRITING. This tape is entitled "Functional Resumes." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

Gary Heinrich has recently graduated from high school and is looking for a full time job. He would like to find employment that allows him to do a variety of jobs. He is presently working as a stocker and bagger at a grocery store near his home. He was hired while still in high school and the part-time schedule worked well while he was still in school. However, Gary is anxious to make more money, and he would like a job that allows him to work outside at least part of the time. He would rather not have to work in a factory where he would be confined to doing the same routine job over and over again. He thinks he would enjoy doing maintenance work for a large company or at an apartment complex.

Gary has always enjoyed tinkering with machinery. Since he was in junior high school, Gary has been fixing small appliances for his family. His reputation as a whiz with broken machines got around the neighborhood and he has been fixing toasters, lawn mowers, snowblowers, coffeepots and washing machines for friends of his family for the last three years. Two years ago, Gary's parents decided to build an addition to their house themselves. Gary helped with the entire project. A contractor poured the concrete and put up the frame, but Gary helped install the dry wall and the ceiling tiles, wired most of the room himself, helped lay the carpet and put on the roof. A neighbor, who owned a roofing company, roofed the addition and Gary acted as his assistant. Mr. Benett was so impressed with Gary's work that he hired Gary as an assistant with his company for the summer.

Gary started mowing lawns for neighbors and friends when he was in 7th grade. Since then he has done mowing for over 30 families. Often the people he mows for ask him to help with other jobs around their yards. He has trimmed trees and bushes, spaded gardens, and reseeded bare patches in lawns. Last year, Mrs. Phelps, an elderly neighbor, asked him to be responsible for her entire flower garden. He rototilled and spaded the garden in the spring, purchased and planted the flowers she wanted in the garden, transplanted perenials that had gotten too big and needed splitting, and watered and weeded for the entire summer. Gary enjoys working outside, and he has learned a lot about planning and caring for a garden from working with Mrs. Phelps.

The summer of 1981, Gary worked for Steve Sample. His main responsibilities at the service station were to pump gas and wash customer's cars. Steve encouraged him to do some simple maintenance when the station was not busy. Gary repaired flat tires, charged batteries, changed oil and spark plugs, and greased cars. With Steve's supervision, Gary repaired the body of his own car and then prepared the surface and painted it with Steve's equipment.

Gary assumed that he would work for Steve throughout high school and then could begin working as a full time mechanic when he graduated. However, at the end of the summer, Steve sold his business to a self-serve company and moved to the west coast. Gary found a part-time job at Mosely's Grocery the following spring and has worked there ever since. He does not mind the work, but he feels confined having to work inside all the time.

In his spare time, Gary still likes to tinker with his car. He has recently purchased a CB for it and likes talking to people while he drives. He does not enjoy reading very much, but he does buy Popular Mechanics and has used some of the ideas that he has gotten from their projects.

Gary is now looking for another job. So far he hasn't seen anything in the want ads that he is interested in, and he hasn't gotten any leads from friends. Since there are a number of large apartment complexes and professional buildings in his town, Gary has decided to prepare a resume and cover letter and mail it to all the places that might need someone to do yard work and minor maintenance. Since his job experience doesn't seem related to the type of job he is looking for, Gary uses a functional format for his resume.

Take out Gary's resume that is included in your lesson. (pause) The heading for Gary's resume included all the personal information that an employer might want to know. It is important to include both your address and telephone number so that a potential employer can contact you about a job opening. On the left side of the resume, Gary has clearly labeled the types of experience he has had that apply to a maintenance position. Each of these catagories is underlined to enable the employer to see at a glance the types of experience the applicant has had.

The first labeled category is Job Objective. This is probably the most difficult category to write because it is so important to state exactly the kind of job you are looking for in a clear and concise form. The job objective should be tailored for the position that a company is offering and should include specific information about the type of tasks you want to do and the type of employer you wish to work for.

Since the category, Education, requires a judgement on what to include, there is no format that is absolutely correct. Gary has included the name of his high school and the date he was graduated from it. More important, Gary has included the courses that he has taken that would apply to a maintenance position. Notice that he has included his mathematics and bookkeeping classes as well. A prospective employer may consider these helpful if Gary has to keep accounts for his own department.

The rest of the resume is categorized according to experience that Gary has had that directly relates to maintenance jobs. Gary has used a functional format to organize his resume. He has included odd jobs and the experience he gained when his family built their addition. It is not necessary that you be paid a huge salary for a job. Employers are often more interested in the type of experience you have than whether you did the job professionally.

Gary's experience shows that he is able to do many kinds of jobs. It also gives the impression that he is a hard worker and able to take on responsibility. He has been ambitious enough to work for 30 people, mowing lawns and doing yard work. He has done more than is usually required at his grocery job. Obviously, he is well thought of in his neighborhood if people trust him to do odd jobs and repair their appliances. Your resume should show an employer, not just the skills you know, but also should give the impression of a dependable, conscientious, responsible employee. In a way, the resume is an advertisement. It sells your skills, your attitudes toward work, and your value as a future employee. Try to include as many positive statements as you can. Self-confidence is important in the job market, and it will show on a well written resume.

Under employment history, Gary has included the paid positions he has held as well as his own lawn care and handyman service. An employer may wish to contact your previous employers for references, so you must be sure that names are spelled properly and addresses are correct.

A short listing of your hobbies and leisure time activities can be beneficial. Gary's interest in Popular Mechanics and CB's shows that mechanical subjects occupy Gary even when he is having fun. Try to include activities that you enjoy that would relate to the type of skills required on the job.

This analysis of Gary's resume shows that you can emphasize your potential to an employer if you go beyond a mere list of jobs where you have worked. Think carefully about things you have done that show marketable skills. Employers are interested in responsible and dedicated employees who take pride in their work and are able to get along with their co-workers and supervisors. By emphasizing these skills in your resume, you are well on the way to an interview that can get you a job you can be happy doing.

SAMPLE RESUME #2

Gary Lee Heinrich
10 North Adams Avenue
Springfield, IL 62705
Home phone: 885-8365

Single
Excellent Health
Born November 15, 1968

Job Objective: Seek responsible position in modern apartment complex, commercial building, or health care institution.

Education: Graduated from Dunmore High School in 1980.

Courses completed

- Industrial Arts I
- Industrial Arts II
- Industrial Arts III
- Mathematics
- Bookkeeping
- Building and Trades
- Auto Mechanics
- Career Education

Experience in Landscaping: Responsible for lawn care of over thirty residences in my neighborhood. Activities included mowing, seeding, trimming shrubbery, trimming sidewalks and terraces, and care of flower gardens.

Maintenance Experience: Responsible for pumping gas, washing cars, and simple maintenance at a high volume service station; worked on virtually all types of cars and trucks.

As neighborhood "handy man", specialized in many odd jobs for neighbors.

Handled all but major maintenance jobs in grocery store including electrical wiring, repair of grocery carts, and maintaining and repairing security devices.

Painting Experience: Have assisted in painting over twenty houses, doing both inside and outside work including walls, ceilings and trim, both with brush and roller.

Completely prepared my car for painting and enamel sprayed it.

Building Experience: Assisted my father in adding a room to our house; included dry walling, roofing, installing carpeting, and wiring.

Planned and constructed large array of heavy duty shelves for storing dry goods at grocery store. As roofer's helper, assisted in roofing over thirty houses; experience included setting scaffolding, applying shingles and siding, and applying tar.

Employment History: 1982-Present: Part time grocery helper
Mosely Grocery, 231 Spring Street, Springfield, Illinois.

Summer, 1982: Roofers Assistant
A-1 Roofing Company,
2341 Lincoln Avenue, Springfield, Illinois.

Summer, 1981: Service Station Attendant and Mechanic's Helper
Smitty's Service Station, Highway 66 North, Springfield, Illinois.

Summer, 1980: Self-employed in lawn care and handyman.

Personal Interests: Hobbies include reading Popular Mechanics and Citizen Band Radio.

References: References will be provided on request.

Unit B, Lesson 6, Tape 6
Resume Writing
"Resume Writing Evaluation"

Topic:	Resume Writing
Objective:	Student will evaluate how well they have learned the basics of resume writing.
Activities:	Quiz and self-correct
Materials:	Resume Basics Quiz

This is Unit B, Lesson 6, Tape 6 in the series entitled RESUME WRITING. This tape is entitled "Resume Writing Evaluation." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/ Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

During the last session, we covered the general rules that everyone should follow when preparing a resume. Since every job and every potential employee's experiences are so different, there is no one perfect way to construct a resume. However, the points covered in the last lesson must be followed, if any resume format is to be successful.

How well do you remember the basic rules of resume writing? To assess how well you have learned the basic rules of resume writing, take out the sheet labeled Resume Basics - Quiz and a pen or pencil. (pause)

Answer True or False to the questions by circling the appropriate word.

Go to Quiz

RESUME BASICS QUIZ

Circle True or False

1) The purpose of a resume is to get an interview. True False

2) An analysis of your previous experiences is an important part of the resume writing process. True False

3) A long list of previous jobs is the best qualificatin you can include on a resume. True False

4) Employers hire only applicants who have had experience in all areas the job will entail. True False

5) Padding a resume with examples of nonexistent experience that an employer cannot confirm is acceptable. True False

6) Resumes should include your height, weight, and religious afiliation. True False

7) An ideal resume should be only one page long. True False

8) It is essential to include everything you have done in a resume, even if it means including something negative. True False

9) Skim your resume before you send the final copy, but don't worry if you have a few minor spelling mistakes. True False

10) The neatness and readability of your resume is important. True False

11) The best policy when you are preparing a large number of resumes is to make a very general resume that applies to many types of jobs. True False

12) The objective of a good resume is to give the future employer an overview of the type of employee you can be. True False

Did you remember the basic principles of resume writing, or did you have to think about the answer to the quiz questions? It is important that you have this basic information well in mind as you prepare your resumes.

Review the quiz and correct your answers:

Question #1. The purpose of a resume is to get an interview.

The answer to this question is true. Employers never hire people without a chance to talk to them in person. However, they may only interview 2 or 3 applicants from hundreds that have applied. An effective resume is essential to get to be a part of the interview process.

Questions #2. An analysis of your previous experiences is an important part of the resume writing process.

This statement is also true. It is more important to identify the skills you have learned and are competent in than to list the titles of jobs you have held. Since employers differ drastically, a receptionist job may merely entail answering the telephone or you may do a great deal of secretarial work. These two jobs would appear the same on your resume unless you listed the specific duties you performed.

Question #3. A long list of previous jobs is the best qualification you can include on a resume.

This question is closely related to Question #2. The correct answer is false. The number of jobs you have held is not as important as the skills you have learned. Too many jobs in a short period of time gives the employer the impression you are flighty and cannot hold down a job.

Question #4. Employers hire only applicants who have had experience in all areas the job will entail.

You should have circled false. Many employers are more than willing to train new employees on procedures and use of new equipment. It is much more important to impress the employer with your responsible, professional attitude toward work and your ability to successfully fulfill most of the requirements of the job.

Question #5. Padding a resume with examples of non-existent experience that an employer cannot confirm is acceptable.

Padding a resume means you exaggerate your experiences so you will appear better qualified for the job than you really are. This is a real temptation if you want the job badly. However, it is never worthwhile to falsify the information on your resume. This kind of fraud can be grounds for dismissal if it is discovered. You may get your story mixed up during the interview which will destroy your credibility. The correct answer is false.

Question #6. Resumes should include your height, weight, and religious affiliation.

The answer is false. It is not necessary to include personal information in your resume. An employer will be able to see your size if you come for an interview. A few jobs have height and weight requirements but the information will be inlcuded on your job application form. It is never necessary to state your religious affiliation.

Question #7. An ideal resume should be only one page long.

Although there is no such thing as a perfect resume, you should make your resume tightly written, concise, and to the point. Always strive to get the information synthesized on to one page. The answer is true. Occasionally, it is necessary to use two pages but a resume should be no longer. Some employers refuse to read resumes that are longer than two pages.

Question #8. It is essential to include everything you have done in a resume, even if it means including something negative.

The answer to this question is false. A resume should ideally sketch a picture of your competencies and skills. Do not include information that makes you look bad. It is sometimes difficult to draw the line between being honest and being indiscrete. Use your best judgement. Remember, a resume is used to decide what you can do. It is not neccesary to point out what you can't do.

Question #9. Skim your resume before you send the final copy, but don't worry if you have a few minor spelling mistakes.

The final copy of your resume should be scrutinized carefully before you submit it. Even if a professional typist has prepared your resume, proofread it carefully. A resume with typographical errors or grammatical mistakes is likely to be tossed in the wastebasket. Always have someone else proofread your resume if at all possible. An objective observer can often find mistakes that you have missed. You should have marked false.

Question #10. The neatness and readability of your resume is important.

This statement is true. The overall look of your resume can be as important as the information presented in it. A typed resume is essential and it must be clearly organized, with wide margins and plenty of white space.

Question #11. General resumes are never very effective. You will be much more successful if you make each resume fit the qualifications for the job you are applying for. Specific information that relates to a job will give you the greatest chance for success. The answer is false.

Question 12. The objective of a good resume is to give the future employer an overview of the type of employee you can be.

This question related to the first question you answered. It is true. The reason a good resume takes so much time and thought is that you are trying to present a clear picture of how well you could fit into the advertised job opening. A good resume is a type of advertisement for yourself. Make yourself appear as professional and businesslike as possible.

Unit B, Lesson 7, Tape 7
Resume Writing
"Write Your Own Resume I"

Topic:	Resume Writing
Objective:	Student will use appropriate format and vocabulary to write their own resume outline.
Activities:	Fill in Resume Worksheet
Materials:	Resume Worksheet Key Resume Words

This is Unit B, Lesson 7, Tape 7 in the series entitled RESUME WRITING. This tape is entitled "Write Your Own Resume I." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

Resume writing is difficult. It takes a great deal of thought to write a resume that will highlight your accomplishments and make you stand out from all the other applicants for a job.

Although you need to write a specific resume for each job you apply for, it is helpful to put together a sample resume that you can work from. It should be pointed toward the kind of job you hope to eventually apply for.

Take out the sheet labeled Resume Worksheet that is included with this lesson and a pen or pencil. (pause) As you see, the worksheet is divided into six categories. First, fill in your name, address and home phone.

Think carefully about the type of job you would be happiest in. You will be writing a resume for your ideal job and this worksheet will be used as a reference guide for the assignment. List all the characteristics your ideal job should have under job function. Think about the types of work you enjoy doing. Do you enjoy working outdoors? Do you want to have a chance to work with the public? Is the satisfaction of providing a service important to you? Do you prefer to work with machinery? This section will take some thought and self-analysis. If you haven't done an assignment like this before, you may find you have very little idea what you require from a job besides an adequate paycheck. If you do not have time to finish this section, complete it before starting the resume writing assignment. Completing this section of the worksheet will make the task of writing your job objective much easier. Complete this section of the worksheet. (pause)

Next, list the type of employer you wish to work for. Would you prefer working with a large company or in a small business establishment? Do you want to work for an organization that provides a service to the community? Do you wish to work for a privately owned company or for a government agency? Complete this section. (pause)

Whatever format you decide to use to organize your resume, you need to analyze the specific responsibilities you had and your specific accomplishments. List the title, place of employment and dates of employment. Next, list as many duties you can think of that you performed. You will not need all of this information for a single resume. However, as you write resumes for a number of jobs with differing qualifications, you will find a complete listing of duties and accomplishments useful. Complete this section in detail. Use the words listed on the sheet entitled "Key Resume Words" to describe your job duties. (pause)

If you have not completed the work experience section, finish it before you do the resume assignment. Also, include the information on education in the education section. The next heading is personal interests. Include your hobbies and leisure time activities. You may wish to include organizations you belong to, sports you participate in, the type of books you enjoy reading and any activities you wish to include that relate to the job. Complete this section.

Your assignment is to write a resume for a job you would like to have. Use the resume worksheet you have been working on for the information you need. After you have looked carefully at what you have written under the headings _work experience_ and _personal interests_, decide if a chronological or functional format is more appropriate. Try to spend enough time and thought on your resume to make it depict the _real_ you.

Take out the worksheet labeled "Key Resume Words." You will need to know these words and their meanings to write an effective resume. These vocabulary words will be included on the final exam for this unit. You will have a vocabulary quiz at the beginning of the next lesson.

This assignment should be completed the next time your class meets. At this time, complete any sections of the resume worksheet you did not have time to finish. Look over your worksheet to be sure you have included all pertinent information.

Worksheet
Name________________________

Resume Worksheet

I. Personal Information

Name:

Address:

Home Phone:

II. Job Objective

Job Function:

Type of Employer:

III: Work Experience

Job:

Functions:

Job:

Functions:

Job:

Functions:

Volunteer job:

Functions:

Volunteer job:

Functions:

VI. Education

V. Personal Interests

VI. References - "References will be provided on request"

Prospective references:

1) name:
address:
phone:

2) name:
address:
phone:

3) name:
address:
phone:

Key Resume Words

1. Ability - skill or power to do an act
2. Academic - relating to education
3. Achieve - accomplish
4. Administrative - concerning the management of a job
5. Capability - aptitude, the ability to learn to do something
6. Capacity - the ability to learn or do something
7. Competency - ability, properly qualified, able
8. Complete - total
9. Consistent - always the same, keeping the same habits
10. Contribution - to give help or support
11. Coordinate - to adjust or put in the proper order
12. Creative - inventive
13. Design - to plan or arrange
14. Demonstrate - show, illustrate
15. Develop - to become better or more useful, to create something
16. Direct - to manage or guide
17. Effectiveness - able to cause a required result
18. Efficient - the ability to do something without wasted effort or time
19. Enlarge - to expand, extend, augment or broaden
20. Equip - provide, supply the needed physical or mental qualification to do a task.
21. Establish - start a new precident or project on a lasting basis, to bring about

22. Evident - obvious, clear

23. Executive - having to do with managing affairs, a manager

24. Expand - enlarge

25. Experience - the skill and knowledge a person has learned through observing or doing

26. Feasible - possible

27. Guide - to lead the way, direct

28. Implement - to put something into effect

29. Improved - to make something better

30. Increase - add to, enlarge, make more numerous

31. Initiate - to be the first one to start something

32. Innovative - to bring about something new or a new way of doing things

33. Instrumental - useful, helpful, acting as a means of accomplishing something

34. Knowledgeable - expert, familiar with

35. Major - important, of large effect

36. Management - administrative skill

37. Mature - to act as an adult

38. Organized - systematically arranged

39. Particularly - specifically, especially

40. Performance - to carry out a task, the act of carrying something out

41. Pertinent - relevant to the point of the matter

42. Potential - possible, capability

43. Productive - producing a great deal

44. Professional - appropriate to an occupation
45. Proficient - skilled, adept, competent
46. Profitable - beneficial
47. Proven - verified, confirmed
48. Qualifications - the aspects that make someone competent or fit for a task
49. Qualified - fit, able, competent
50. Quantity - amount
51. Resourceful - quick witted, good at thinking up solutions to problems
52. Responsible - reliable, trustworthy
53. Scope - the range of application for a project
54. Significant - important
55. Sound - reasonable, right, honorable, straightforward
56. Specialize - to become skilled in one particular job or in a special skill
57. Substantial - important, large
58. Successful - accomplishing what is desired or intended
59. Thorough - complete
60. Versatile - able to do many things well
61. Vigorous - strong and active

Unit C, Lesson 1, Tape 1
Applying for a job in person - Contacting employers
The Walk-In Approach

Topic: Applying for a job in person - Contacting employers

Objective: Students will analyze their experience and job objectives in terms of applying for a job in person without a scheduled interview.

Activities: Complete Caps Form

Materials: Caps Form

This is Unit C, Lesson 1, tape 1, in the series VOCATIONAL EDUCATION. This tape in entitled "Applying for a Job in Person - Contacting Employers." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

Some job vacancies require telephone inquiries, the submitting of letters and a resume, and ultimately one or two job interviews. Occasionally, an opportunity for getting a job will require immediate action without all the intermediary steps. You may see a "help wanted" sign on the window of a restaurant or on the door to a grocery store. Perhaps you may see a notice of a job vacancy posted at a shopping center. You may hear of a job being filled immediately from a friend.

It may seem that this would be the easiest of all the job hunting techniques that have been discussed. Walking in and asking the boss for a job is certainly less time consuming than putting together a resume and writing many drafts of a cover letter that will summarize your experience in one short, well-written letter. Walking in and asking for a job can be the most effective and the quickest way of landing a job. Sometimes the walk-in approach can result in being hired on the spot. Although it may be the easiest approach, there are some techniques you need to follow.

The main thing to remember if you are walking in to ask an employer for a job is the importance of the impression you make. You must make the kind of initial impression that gets you hired or makes the person want to help you find another job elsewhere. Here are a few pointers.

Number 1. It is an excellent idea to know as much about the company or agency as possible. Find out what kind of jobs are involved, its organizational structure, goal and its service area to the community. If you can't find any literature on the company, ask people who might know more about it. Sales brochures are often available in company reception areas and can be a great source of information. Advertisements and the listing of ads in the telephone yellow pages can even be a help. The more you know about a company, the better prepared you are to mesh their goals and expectations with your own. The more closely you can tailor your experience to the needs of a company, the more likely you are to get the job. Knowing something about the company also shows you have enough interest in the job to do research about the company. Anyone willing to prepare themselves before applying for a job shows initiative and a genuine interest in working for the company. Both these attitudes are important attributes for employees. Showing these early in the interview will give you an advantage in competing for a job.

Number 2. Your appearance is very important. Since first impressions are frequently the ones that last, you need to let the employer see what you'll look like on the job. Be neat and presentable. Dress as if you'd already gotten the job. Blue jeans, sneakers and a holey T-shirt do not communicate a professional attitude. Inappropriate dress and a slovenly appearance shows a lack of respect for the employer, the job, and yourself. It is not necessary to buy new clothes for an interview of this kind. However, there is no excuse for appearing in anything that is not clean and pressed. You need to be clean as well, with well trimmed hair and fingernails.

Number 3. Be enthusiastic, dynamic and poised. Have a firm handshake. Don't offer a limp hand or try to impress the employer with the strength of your grip. Look the person in the eye. You need to be interested in what the employer is saying to you. Listen thoughtfully to what he or she says. Frequently, employers provide clues to their expectations that you can capitalize on.

Number 4. Plan the time you wish to talk to the employer with care. Often the boss is the first person to arrive at work, so going in early before things get busy is a good idea. It is frustrating for an employer to talk to a job applicant when there are a great many demands on his or her time. Mondays and Fridays are usually busy days, so you may want to schedule your visit in the middle of the week. By all means try to see the right person at a time that is convenient to him or her. If the time you select is obviously inconvenient, try to set up an appointment for later. An employer's secretary can be helpful in finding the best time to see an employer. Tell the secretary the reason for your visit and ask the most convenient time for you to see the employer.

Number 5. Remember that the person wasn't expecting you. Be sure that you have not arrived at an inconvenient time. Be careful not to take an inordinate amount of the employer's time. Don't just pop in and leave before the employer has time to establish your credibility. The person either has time to see you or he or she doesn't. If you are there at an inconvenient time, make an appointment to come back at a later date. You should plan to spend at least 5 to 10 minutes with the employer. You need to be there long enough to establish a relationship and make a memorable impression. Be conscious of clues the person may be giving you signaling that your time is up. Shuffling papers, frequent glances at a watch or frequent shifting position in a chair are signs that the employer wants to go on to other business. An offer of a cup of coffee is certainly an invitation to stay longer. Gauge your conversation according to the body language of the employer.

Number 6. Above all, don't get discouraged. If the person is unreasonable or gruff, don't assume the worst about yourself. Think positively. Perhaps he or she is having a bad day. Take the rejection philosophically. An employer who is belligerent or overbearing during an interview would undoubtedly be difficult to work for. No matter what, don't lose your temper. Don't let the bad qualities in someone else bring out the worst qualities in you. Think of job seeking as a simple probability problem. The more people you see, the more chance that you will hit pay dirt. Make the law of averages work for you.

Included in your lesson is a sheet labeled Caps Information Form. This is a combination of an application form and a shortened resume. The caps information was developed for the use of high school students. Many high school students seek jobs that do not require filling out a job application form. Fill out the form at home and have it duplicated. This form may be left with an employer for his future reference when a job opening is available. The form will also aid you in filling out application forms. The other sheet has a check-list to review before going to an interview.

Take out the Caps Information Form and a pen or pencil. (pause) Fill in your name, address and phone number. (pause) Look at the section labeled education. On the first line write the number of the highest grade you have completed at this time. (pause) Now enter the name and address of your school. (pause) Put down the number of years you have attended your high school and the year you graduated if it is applicable. (pause) List the area of course work you concentrated on. This might be business, agriculture or college preparation. (pause)

The next line refers to other training you might have had. Part time training in a vocational program would apply here. Fill in the section on other training. (pause)

The final part of this section gives you a place to list any industrial or office machinery you know how to use. Complete this section. (pause)

The second section concentrates on your work experience and references you wish to use. List your present employers' name and address on the first line. (pause) Include the name of your supervisor or foreman. (pause) The boxes "from" and "to" refer to the date of employment with the company. Fill in the month and year you were hired. If you are currently working for the company, write "present" in the box labeled "to." (pause)

Now complete the rest of your employment history. Remember to list the jobs in reverse chronological order starting with your most recent employment. (pause)

The next part of this section is labeled references. First, list the names of three people who can give an employer an idea about the kind of employee you will be. Try to use the names of people who hold responsible positions and are well known in the community. The people you use as references should know you well enough to be able to give specific information about your positive qualities. It is especially important that they emphasize that you are dependable, responsible and take pride in your work. At this time, list the names of three people you could use as references. (pause)

If possible, complete this section. Put in the addresses and phone numbers of your references if you know them. (pause) If you cannot finish this section now, complete it this evening.

The final section asks for other information. Briefly describe any other experiences you have had that apply to the job you are hoping for. In addition, this section allows you to provide information about the jobs you have listed earlier on the CAPS form. This section will take some thought. Right now, jot down some ideas in the area provided that you can expand on later. (pause)

Now look at the back of the CAPS form. It contains a checklist to review before going for an interview or to apply for a walk-in job application. First - have you done your homework?

Do you know something about the company so you can discuss the job intelligently? Do you have a specific job in mind or are you prepared to do anything? Job applicants who think they are qualified to do any kind of work the employer might have an opening for, lose credibility. Try to find out what positions are open before you talk to the interviewer. That way you can adapt your experience to the specific job opening. Make sure the Pocket Resume form is completed and that you have a copy you can leave with the employer. If you have any military discharge papers, bring them with you. Before you go in to talk to the employer, review your qualifications for the job. Be prepared to answer broad questions about yourself.

Next check your appearance to be sure you appear to have a professional attitude. Are you and your clothes clean and neat? Do you appear well groomed? Are you suitably dressed in appropriate clothing? Keep your outfit conservative. Perfume and make-up should be in good taste.

Be aware of the rules for an effective interview. Be on time to the interview if you have made an appointment. Answer all questions directly and truthfully. Be thoughtful and well mannered. Use correct grammar and good diction. Be enthusiastic and cooperative. Don't be afraid to ask questions.

You may be required to take some pre-employment tests. Listen carefully to the instructions. Ask questions if the instructions are not clear. Read each question carefully. Write legibly. If necessary, print your answers. Watch your time. Don't dwell too long on one question.

Success at finding a job involves preparation and persistence. Don't get discouraged. Be sure to find out as much as possible about the company. Organize your experience and tailor it to the job you are applying for. Project a professional attitude in all your dealings with the company. And keep trying.

Pocket Resume
CAPS INFORMATION FORM
(Back)

The caps information form shown below and on the previous page was developed for use in the following ways. Many jobs that high school students seek are jobs that do not require filling out a job application form. The student will complete this form at home and take it along to apply for jobs. This form may be left with an employer for his future reference when a job opening is available. Students have problems completing information on job application forms, we recommend the student take this form along to aid in filling out application forms.

Check List For Job Interview

PREPARATION

_____Learn something about company.
_____Have specific job or jobs in mind.
_____Fill in Pocket Resume.
_____Review, in your mind, your qualification for job.
Be prepared to answer broad questions about yourself.
_____Bring any military discharge papers.

INTERVIEW

_____Be prompt.
_____Answer questions directly and truthfully.
_____Be well mannered.
_____Use proper grammar and good diction.
_____Be enthusiastic and cooperative.
_____Don't be afraid to ask questions.

APPEARANCE

_____Freshly scrubbed.
_____Well groomed.
_____Suitable dress.
_____Make-up in good taste.

TEST

_____Listen to instructions.
_____Read each question carefully.
_____Write legibly.
_____Don't dwell too long on one question.

Name ____________________
Address ____________________
Phone # ____________________

Pocket Resume
CAPS INFORMATION FORM
(Front)

Education	Name & Address of School	How Long Attended	Year Graduated	Courses or Degree
Highest Grade Comp: ____				
Other Training, etc.				
Tools, Equipment, Machines Operated				

Work Experience (Employment Record)

Employer's Name and Address	Name of Supervisor	From	To	Wage or Salary

Reference	Address	Phone Number

Previous Addresses:

Number	Street	Zip Code	Telephone No.

Other Information:

Social Security No.

Unit C, Lesson 2, Tape 2
Contact With Employers
"Telephone Techniques"

Topic: Contact with Employers

Objective: Students will be able to list six techniques for doing business effectively on the telephone

Activities: State 6 main points of telephone etiquette

Materials: Telephone Techniques

This is Unit C, Lesson 2, Tape 2, in the series VOCATIONAL EDUCATION. This tape is entitled "Telephone Techniques." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

Employers don't come to you just because you are looking for a job. The process of finding a job necessitates that you actively seek employment opportunities. You may be required to be quite aggressive. You may have to contact unknown people and convince them that hiring you will be beneficial for their company. Sometimes you have to make your own opportunities. Because initial impressions are lasting, it is important to learn to project an image of competence, professionalism, and initiative. If it appears that you have the desire to work hard and that you take pride in your accomplishments, you have a good start on obtaining the job you want. We will be examining the skills needed for building good relations with prospective employers in the following unit.

There are many occasions when you will be required to use the telephone as you are searching for a job. Good telephone etiquette is much the same whether you are making a personal or a business call, but there are some special techniques that may be helpful in using the phone for locating employment. Want ads frequently list phone numbers rather than addresses to set up an interview. Employers often contact applicants by phone to confirm an interview time or to get additional information about your background. You may also want to use the telephone to follow up on letters you have sent that you have not received responses to in a reasonable time. Sometimes a phone call is an ideal way to follow up a lead you have gotten from a friend or acquaintance.

A telephone conversation is less effective than personal contact with an employer and should never be used when a personal visit is possible. Sometimes a telephone call is required. A telephone listing in the want ads is merely for setting up an interview. When you answer the advertisement, do not attempt to turn the call into an interview. It is very possible that you will not even get a chance to talk to the employer during this initial telephone contact. Busy executives often have their secretaries take care of scheduling appointments, so do not be concerned if you do not talk to the employer directly. Never apply for a job over the telephone. Go in person, even if it means delaying your interview until the employer has time to meet with you.

Using the telephone is a good way to get information across quickly. However, it is difficult to make a strong, positive impression over the phone. Few employers are willing to hire someone they have never met. A telephone conversation is usually too short to get much information across and an employer will have trouble remembering you if he or she does not know what you look like. Probably the most important disadvantage of telephoning an employer with important information about yourself is that you have no opportunity to read his or her body language. The telephone is a fairly impersonal medium. When you are talking to an employer, you can spend more time talking about your experiences than he or she is obviously interested in. If the employer begins to get restless, you should know to move your interview along more quickly. If you can see that the employer is obviously busy and has little time to spare, you can keep your interview short and to the point and wait for a second interview to develop important points more fully. Most of us don't realize how much we use body language to interpret what another person is really trying to say. Since we depend totally on the sound of a person's voice on the telephone, you lose a whole dimension that a personal interview could provide.

However, the use of the telephone certainly has its place in a job search. Since it may be your first contact with an employer, you need to be able to use the phone to make a favorable first impression. The prospective employer will base a mental picture of what you are like on what you say and the qualities of your voice. A friendly warm smile can be projected over the phone and so can an angry, disagreeable attitude. A weak, hesitating voice gives the impression of an ineffective person and may have a lasting negative effect. A pleasant, warm and courteous voice can make an employer more anxious to meet you and learn about your qualifications. It is important that you become aware of your telephone image and make a real effort to develop a pleasing telephone style.

There are five techniques that business people use for effectively doing business on the telephone. These telephone skills may be helpful to develop an effective telephone style.

Number 1. Plan your call carefully. Before you make the call, make sure you have the purpose of your call firmly in mind.

Try to imagine what you want to say and the kinds of questions you may be asked. Jot down the points you wish to cover so that you don't forget them. Be sure to have a piece of paper and a working pen or pencil by the phone so you can write down addresses or directions. Nothing is more frustrating to a busy business person than to have someone call for information and then have to wait while the caller looks for a pen that isn't out of ink. An employer's time is valuable, so plan carefully not to waste it. Have a calendar available so that you can make an appointment for an interview that will not interfere with appointments and activities you have already scheduled. Applicants who have to call back to reschedule appointment times appear disorganized and ineffectual. If you can't organize your time while you are looking for a job, why should an employer assume you can do a better job of organizing your time once you work for him or her. By getting organized before you call, you can project the best possible professional image.

Number 2. Make your greeting pleasant and personal. Try to find out the name of the person you will be speaking with before you call. You may be able to find this out from the receptionist or the person's secretary. If you are not sure you heard the name properly ask to have it repeated. Often it is helpful to ask for the spelling and write it down so you don't forget the employer's name during the telephone conversation. Always use the proper title when addressing a potential employer and their last name. Never call a business person by their first name, even if other employees you talk to refer to him or her by their first name. Although some employers are very informal and expect their employees to be on a first name basis, applying for a job is a formal matter and it is much more professional to refer to the employer as Mr., Mrs., or Ms.

Number 3. Identify yourself promptly and state the purpose of your call. Employers are busy people and they want a clear explanation of what you want to know. If they have to extract the reason for your call from a lot of extraneous "small talk," you may have talked yourself out of a job. State your name clearly. If an employee or an acquaintance of the employer has recommended that you call about a specific job, be sure to mention this fact and the person's name early in the conversation. You will have more credibility if the employer can talk to the person who recommended you before you come for an interview. Do not be offended if you are asked to repeat your name or spell it. Names are sometimes difficult to understand on the telephone, and an employer will want to be sure to correctly note your name next to your appointment time.

Number 4. Speak distinctly and keep your voice well modulated. People who mumble are even harder to understand on the phone than they are in person. Make a real effort to speak clearly. Never speak on the phone with gum or a cigarette in your mouth. It will make your voice indistinct. Even if you have a pleasant telephone voice under normal circumstances, make a special effort to keep your voice at a proper pitch and speed.

Talking to a potential employer can make you nervous and nerves can do strange things to your voice. When some people get nervous, their voice becomes very quiet and lacks confidence. Other people become very loud and aggressive and their voice is uncomfortable to listen to. Nervousness makes some people's voice shakey or grating and it may take a real effort on your part to speak with self-control. Try not to talk too fast. Give the employer a chance to assimilate who you are and what you want. Be enthusiastic. Enthusiasm can carry over the phone and make the employer want to meet you. Try to convey an attitude of friendliness and warmth; smile while you talk, even though the employer can't see you. The impression you make on the phone will carry over into your interview.

Number 5. Listen attentively and acknowledge comments appropriately. Some people get so worried that they will forget the points they included in their initial plan, they forget to listen carefully to what the other person is saying. Listen, not just with your ears, but with your brain. Give your whole attention to what the employer is saying. It is easy to be thinking of how you will word the next thing you want to say, and miss something important that is being said to you. If you don't catch something, ask the person: "Repeat that, please." Verify any important details and take notes. You may think you will remember your appointment time and the location of the business, but a written record ensures you will remember where and when you are supposed to be. Before you end the call, say something like:

"I will see you on Tuesday, the 25th at 9:30, Mrs. Green." The employer can check and make sure you both agree on the date and time of the interview appointment.

Number 6. Keep your call brief and to the point. Don't rush through the information but don't keep the employer from other important business. Close the call pleasantly and thank the person you are talking with for their help. If you are speaking to the person who will be interviewing you, express that you are looking forward to the opportunity to talk to them at greater length. Sound interested in the job and appreciative of the time and attention that has been given to you.

Remember, no one owes you a job. It is no one's responsibility to give you a job interview. There is a certain amount of luck involved in the job seeking process. Sometimes you just need to be in the right place at the right time. You may call a company that has just had a vacancy you are qualified to fill. Perhaps you happened to see an opening posted at your counselor's office or at a store where you shop. Maybe you know someone who gives you a lead and will put in a good word for you. Knowing the right people can be helpful. However, most of your luck you make yourself. If you have done a good job of preparing yourself for a career, your qualifications will go a long way toward helping you land the job you want. If you take the initiative and really actively search for a job, you are more likely to find an opening in the field you want to get into. When phoning for information, be pleasant, courteous, and to the point. The first impression you make may be the one that lasts.

How well do you remember the main points of effective telephone etiquette? (Pause) Can you state the six pointers we have just gone over? (Pause) Take out the sheet labeled "Telephone Techniques." (Pause) Briefly, these are the six most important rules to follow when making business telephone calls.

1. Plan your call. Have the purpose of your call firmly in mind. Have at least a mental outline of the points you wish to cover.
2. Greet the person pleasantly.
3. Identify yourself promptly and state the purpose of your call.
4. Speak distinctly, not rapidly, and keep your voice well modulated. Try to convey an attitude of friendliness, enthusiasm, and warmth. Put a smile in your voice, but talk naturally. Avoid sounding nervous and hesitant.
5. Listen attentively and acknowledge comments appropriately. If you don't catch something, ask the person to "Repeat, that please." Verify important details and take notes if necessary.
6. Keep your call brief, but not hurried, and close the call pleasantly.

Like other skills, conducting telephone conversations usually improves with practice. You may want to rehearse what you want to say several times before you actually place the call.

If you make a mistake, don't worry about it too much. Just try to correct your error on the next call you make.

Regardless of the outcome of your conversation, try to end with a friendly feeling. Even if you are not successful, a pleasant attitude will help prospective employers remember you for consideration should another opening occur.

Worksheet
Name________________________

Telephone Techniques

1. Plan your call. Have the purpose of your call firmly in mind. Have at least a mental outline of the points you wish to cover.
2. Greet the person pleasantly.
3. Identify yourself promptly and state the purpose of your call.
4. Speak distinctly, not rapidly, and keep your voice well modulated. Try to convey an attitude of friendliness, enthusiasm, and warmth. Put a smile in your voice, but talk naturally. Avoid sounding nervous and hesitant.
5. Listen attentively and acknowledge comments appropriately. If you don't catch something, ask the person to "Repeat that, please." Verify important details and take notes if necessary.
6. Keep your call brief, but not hurried, and close the call pleasantly.

Unit C, Lesson 3, Tape 3
Contacting Employers
"Tips for Letter Writing"

Topic:	Contacting Employers
Objective:	Student will be able to write an effective cover letter.
Activities:	Correct an ineffective cover letter. Rewrite a cover letter for Gary Heinrich - out of class.
Materials:	Letter to Employer, Sample 1 Letter Corrections Worksheet Sample Resume - Gary Heinrich

This is Unit C, Lesson 3, Tape 3, in the series VOCATIONAL EDUCATION. This tape is entitled "Tips for Letter Writing." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

In the last lesson, you learned some of the techniques needed for a good telephone style. In this lesson you will learn two equally important techniques for communicating with prospective employers in writing. Some of the techniques are related because consideration of others is the basis of good manners and those rules remain much the same whether you are addressing a business person over the phone or on paper.

Most of us start out wrong when we begin to look for a job. We act as if we're the center of the world, and the whole problem is to find what WE want, without devoting much thought to prospective employers and the kinds of help they require. You will probably have very little contact with prospective employers who are close friends of yours and who are only interested in your welfare. Most employers are not interested in why you want a job or what you plan to do with your paycheck after you get it home. Employers are only concerned with what you have to contribute to their company.

In the section on resume writing, the job objective was emphasized many times as the most important part of the resume. This is certainly not because the employer is merely trying to provide you with the job that will satisfy all your needs. Instead, the employer will be matching his or her job description with your job objective. The more closely the two match, the better the chances you have for getting the job. Employers have learned through experience that a paycheck is not the most important part of a job for employees. It may seem like money is the only consideration you are interested in if you are looking for work for the first time. Far more important, in the long run, is the amount of job satisfaction you get from the employment you have. A large proportion of your working life will be spent on the job. If you are doing a job you are happy in and that gives you a sense of pride and fulfillment, you are much more likely to stay with the company and to do a good job. It is very expensive for a company to train new employees and most employers are looking for employees that can make a contribution to the company and have a sense of satisfaction with their work at the same time.

The world runs on salesmanship. Employers won't come to you. You must go to them and then you must prove that you are better qualified than any other job applicant to make a significant contribution to their company. You must prove to an employer that you are worthy of the trust they will place in you if you are hired. As you are looking for a job, analyze your strengths and then be prepared to sell those qualities to a prospective employer.

If you expect to do a good job of selling the employer on your qualifications, there are four rules you should follow.

Number 1. Learn all you can about the employer before you write to him or her. The more you know about an employer and the type of job he or she is offering, the more closely you can match your qualifications to the job description.

Number 2. Know what you have to offer the employer, at least in general terms. Frequently the job searching process turns into a soul searching process at the same time. Unless you know yourself and what you have to offer an employer, your chances of obtaining a job that gives you a sense of fulfillment and success are limited. A company must know everything possible about the good qualities of a product and how it fills a need for some portion of the public before they can put together a successful advertising campaign. You must know as much about yourself if you are to be successful at finding a satisfying job.

Number 3. Know why you want to work for a particular company. What makes that company different from its competitors? Selling yourself and your services to a specific company for a specific reason shows that you have enough interest in the company to research it. Specific interest in a company's needs, shows a genuine interest in offering them the kind of help they require. Your emphasis is on the company not on yourself.

Number 4. Be a dynamic salesman! Be enthusiastic. Nobody is better qualified to sell your good qualities than you are. If you can't get excited about how well qualified you are, how can you expect an employer to get excited about hiring you?

The purpose of a resume is to obtain an invitation to an interview. The purpose of a cover letter is to serve as your introduction and to generate enough interest and curiosity on the part of a prospective employer to read your resume carefully. In fact, an effective letter will prompt an employer to really give your resume the attention it deserves. If handled properly, a well written resume and a provocative letter will create such a good impression that an employer may call you in for an interview if there is a related opening. Needless to say, writing a letter of this caliber is not easy but the rewards are worth the time it takes to put together an effective letter and resume combination.

Take out the sheet labeled "Letter to Employer, Sample #1." (pause) Remember back to the unit on Resume Writing. Gary Heinrich is looking for a responsible maintenance position in a modern apartment complex, commercial building or health care complex. He has spent a lot of time and thought on developing an effective resume. There is a full-time position advertised in the Daily Star for an assistant maintenance man at Memorial Hospital. Gary thinks this is a job he would be very interested in. Look at his cover letter to Memorial Hospital.

Do you think this is an adequate cover letter? Has Gary been an enthusiastic salesman for himself? Does he do a good job of demonstrating his knowledge of the company and the responsibilities of the job? Does he effectively present what he can do for the company. Does he relate his knowledge of the specific company to his job qualifications?

Gary's letter is very ineffective. He has not used a proper business format. His address, city, state, zip code and the date of the letter should be in the upper right hand corner. The business address should be complete and needs to include the name of the person who is doing the interviewing. Your research on the company should include locating the name of this person. The salutation should be addressed to this person as well. This makes your letter more personal.

All business letters should be brief and Gary has kept his letter to one typewritten page, with wide margins and plenty of white space so it is easy to read. However, he has not made his letter clearly to the point. He states that he knows there is a position open at the hospital. What position is he interested in? Since he has not stated this clearly, there may be confusion about the type of job he wants. The job objective on the resume helps clarify the situation but a prospective employer should never have to dig for information. Gary could have opened his letter this way. "Dear Mr. Kaufman. I am applying for the position of assistant maintenance man you have advertised in the July 2 Springfield Daily Star." (pause) This tells the employer why you are writing the letter, the title of the job you are applying for, and where you found out about the opening. Large companies frequently have a number of job openings at the same time. They may advertise these openings in trade journals, newspaper want ads, through employment agencies and by posting notices at their personnel office. The first sentence of your letter should include: 1) a statement of the purpose of the letter, 2) the title of the position you are applying for, and 3) where you found out about the opening.

The first paragraph of the cover letter serves the same purpose as the beginning of a television ad or the opening lines of a salesperson's pitch. It should attract attention. It should be direct and convey a sense of self-confidence without bravado or without being overly meek. Gary attempts to relate his interest in working in a hospital to the job he is applying for. However, the information he has included is irrelevant to the qualifications necessary for the specific job he is applying for. A more effective technique to catch the employer's attention is to briefly describe some high point in your background which is related to the employer's needs. This establishes a connection between what you have to offer and what may be needed.

Gary never summarizes his qualifications. He doesn't highlight any of his experiences that relate to the job. Instead, Gary appears interested only in what the company can do for him. Gary is not being unreasonable in wanting to know about benefits, the salary scale and when he would have to work. Instead he has picked the wrong time and the wrong way to find out this information. If would have been more appropriate if he had waited to ask these questions at the interview.

Gary's letter makes him appear selfish and self-centered. He never expresses any conern for the needs of the company. His emphasis is on satisfying his own needs rather than genuinely wanting to be able to perform the highest quality of service to the hospital. A close look at Gary's resume gives the opposite impression, but after reading Gary's letter, many employers would not even take the time to look at his resume. A hastily prepared letter has eliminated Gary from the competition and has kept him from getting a job he could have enjoyed and that he was well qualified for.

The cover letter provides you with the opportunity to show an employer what your special qualifications are. It tempts the employer to become more interested in your resume, and therefore, in you. The cover letter uses your specific experience to convince the employer that you are the right person for the job. When writing a cover letter, remember the importance of using specific examples as evidence of your suitability. It is not enough to merely state, "I am a good typist." Instead, offer specific evidence. "When I completed the class in typing skills, I was able to type accurately at 80 words per minute." Be sure to give specific examples of your skills. You are like a lawyer producing evidence. If you don't have extensive work experience, give examples of special responsibilities you have performed in school. If you are part of a special training program, emphasize specific skills you have mastered.

You can use your cover letter to stimulate action by urging the employer to grant you an interview. Take the initiative yourself by stating that you will follow up the letter with a telephone call to schedule an interview. Since the employer will be expecting your call, he or she will be more likely to look your resume over carefully to see if you qualify for the job. Don't ask the employer to contact you or state a specific interview time in the letter. Try to make the arrangements for the interview as easy as possible for the interviewer and be willing to work around an employer's busy schedule. Gary definitely made a mistake in expecting the interviewer to schedule him at Gary's convenience. Gary is also being presumptuous in assuming that he will get the job and will be able to start work immediately on returning from his vacation. Never make conditions or demands before being offered a position. Later, if you find conditions you dislike and you are unable to resolve the problem, you can tactfully refuse the job.

Look carefully at Gary's letter. Can you find the rest of the mistakes he has made? (pause) Take out the worksheet labeled "Letter Corrections." Here is a list of the mistakes.

1. No return address
2. No date on the letter
3. No inside address
4. Impersonal salutation
5. Statement of purpose of letter is missing
6. No job title listed
7. Source of information about the job opening is not included
8. Extraneous information is included. This merely wastes the employer's time
9. The word hospital is incorrectly spelled
10. Presumption that being in the hospital for five days gives him a working knowledge of how the hospital maintenance system is run

11. The letter emphasizes what the employer can do for Gary rather than what Gary can do for Memorial Hospital
12. Telling the employer when to schedule the interview
13. Assuming that the job is a sure thing before the position is offered
14. Expecting the employer to make the telephone contact at the applicant's convenience
15. Typographical errors
16. Typed signature
17. Letter is messy and looks unprofessional

TIPS FOR LETTER WRITING

1. An attractively packaged product sells best. Make sure your letter is very neat, preferably typewritten, free of mistakes and erasures, and organized well on the paper. Observe all the rules of formal letter writing. Sign the letter in ink. Keep a copy for yourself.

2. Be exceedingly positive and forthright throughout. Don't "beat around the bush." The letter shouldn't be longer than one page, but it shouldn't consist of only two or three sentences either.

3. Put enough effort into developing the letter to assure that it--and your resume--will be treated with the deserved respect. A poorly constructed letter will probably end up in the wastebasket, whereas a good letter will stimulate a response.

4. Within a few days of mailing the letter, follow it up with a telephone call.

Take out the sheet labeled "Letter Writing Assignment." Your assignment for the next class meeting is to rewrite Gary's cover letter. An extra copy of Gary's resume has been included with this lesson. Use the correct business format for letter writing. Use today's date. The address for the hospital is: Mr. James Kaufman, Memorial Hospital, 1275 Chapel Road, Springfield, Illinois (note - get proper zip code). All the other information you need is included in the resume. Try to sell Gary's qualifications to Mr. Kaufman. There is no one correct way to handle this assignment. However, be sure to avoid the problems that Gary had in his letter.

LETTER TO EMPLOYER

Sample #1

Tuesday morning

Dear Sirs:

I understand you have a position open.   I have always wanted towork in a hosptal. When i was younger I wanted to be a doctor but my grades aren't good enough. Last year I had my appendix out and was in your hospital for 5 days so I sort of know your routine.

What kind of benefits do you offer. I really want a jb with healthe insurance and it seems like a hospital ought to offer that. How much does the job pay? Would I haveto work on Weekends.

I would like to come for an interview as soon as possible. Thursday at 10:00 would be best as I will be going on vaction to the grand canon on Saturday and I would like to start work as soon as I return. I have included my resume. After loooking at it, Im sure you will agree, I am the best person for the job. Plse call me as I don't thing there is enough time to get a letter to me befor thursday. I am usually around the hous in the morning but if there is no answer, just keep trying.

Sincerely,

Gary Heinrich

Worksheet
Name________________________

LETTER CORRECTIONS

1. No return address
2. No date on the letter
3. No inside address
4. Impersonal salutation
5. Statement of purpose of letter is missing
6. No job title listed
7. Source of information about the job opening is not included.
8. Extraneous information is included. This merely wastes the employer's time.
9. The word hospital is incorrectly spelled.
10. Presumption that being in the hospital for five days gives him a working knowledge of how the hospital maintenance system is run.
11. The letter emphasizes that the employer can do for Gary rather than what Gary can do for Memorial Hospital.
12. Telling the employer when to schedule the interview.
13. Assuming that the job is a sure thing before the position is offered.
14. Expecting the employer to make the telephone contact at the applicant's convenience.
15. Typographical errors.
16. Typed signature.
17. Letter is messy and looks unprofessional.

SAMPLE RESUME #2

Gary Lee Heinrich
10 North Adams Avenue
Springfield, IL 62705
Home phone: 885-8365

Single
Excellent Health
Born November 15, 1968

Job Objective: Seek responsible position in modern apartment complex, commercial building, or health care institution.

Education: Graduated from Dunmore High School in 1980.

Courses completed

Industrial Arts I
Industrial Arts II
Industrial Arts III
Mathematics

Bookkeeping
Building and Trades
Auto Mechanics
Career Education

Experience in Landscaping: Responsible for lawn care of over thirty residences in my neighborhood. Activities included mowing, seeding, trimming shrubbery, trimming sidewalks and terraces, and care of flower gardens.

Maintenance Experience: Responsible for pumping gas, washing cars, and simple maintenace at a high volume service station; worked on virtually all types of cars and trucks.

As neighborhood "handy man" specialized in many odd jobs for neighbors.

Handled all but major maintenance jobs in grocery store including electrical wiring, repair of grocery carts, and maintaining and repairing security devices.

Painting Experience: Have assisted in painting over twenty houses, doing both inside and outside work including walls, ceilings and trim, both with brush and roller.

Completely prepared my car for painting and enamel sprayed it.

Building Experience: Assisted my father in adding a room to our house; included dry walling, roofing, installing carpeting, and wiring.

Planned and constructed large array of heavy duty shelves for storing dry goods at grocery store. As roofer's helper, assisted in roofing over thirty houses; experience includes setting scaffolding, applying shingles and siding, and applying tar.

Employment History:

1982-Present: Part time grocery helper
Mosely Grocery, 231 Spring Street, Springfield, Illinois.

Summer, 1982: Roofers Assistant
A-1 Roofing Company,
2341 Lincoln Avenue, Springfield, Illinois.

Summer, 1981: Service Station Attendant and Mechanic's Helper
Smitty's Service Station, Highway 66 North, Springfield, Illinois.

Summer, 1980: Self-employed in lawn care and handyman.

Personal Interests: Hobbies include reading Popular Mechanics and Citizen Band Radio.

References: References will be provided on request.

Unit C, Lesson 4, Tape 4
Writing Business Letters to Employers
"Effective letter Writing Techniques

Topic: Writing Business Letters to Employers

Objective: Student will be able to identify various business letters necessary in the pre-employment process

Activities: Write an effective cover letter for Mary Ellen Whitney

Materials: Sample letters: Inquiry Delay
Follow-up Rejection
Acceptance MaryEllen's Resume
Tips for Letter Writing

This is Unit C, Lesson 4, Tape 4, in the series VOCATIONAL EDUCATION. This tape is entitled "Effective Letter Writing Techniques." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/ Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

During the last lesson, you had an opportunity to analyze a cover letter that was filled with mistakes. You also should have prepared a letter for Gary Heinrich that would be much more effective. Gary has excellent qualifications for the job he is applying for. However, he needs to make a positive statement about himself and show Mr. Kaufman, personnel manager for Memorial Hospital, that he could make a real contribution to the hospital staff.

Did you find that writing an effective cover letter was more difficult than it first appeared? Writing an attention-getting cover letter is not an easy job. It is discouraging to try to refine all your experiences into a one page letter that will make you stand out from the other applicants for a job.

Any letter you write to a potential employer needs as much thought and careful attention as your cover letter did. Take out the sheet labeled "Sample Letter of Inquiry/Application." (pause) This is a letter from Roberta Black to Leisure Travel Service. Roberta has heard from an acquaintance that the travel agency may have an opening, but Roberta doesn't know which specific jobs are open or if there really are any openings at all. Her letter is more general than the one you were asked to write for Gary Heinrich. Notice that she has included her return address and the inside address.

> Dear Ms. Fairfax: It is my understanding that you may have an opening for someone who is interested in making the field of travel her profession. I would be

> happy to be considered, knowing that my background and enthusiasm for the work would enable me to learn quickly and to provide satisfactory service.
>
> My qualifications include graduation from Edwards County High School, Albion, Illinois, and travel throughout the United States and much of Europe. I thoroughly enjoy working with people and have good typing and math skills. The enclosed resume provides details of the qualifications.
>
> I would be very pleased to appear for a personal interview at your convenience and shall telephone for an appointment within the next few days.

Because Roberta does not know the nature of the job that needs to be filled, she has made her letter as general as possible. She has stated her purpose clearly and indicates that she is less interested in performing a specific job than she is interested in working in the travel field. Since she has not had any experience working in the travel industry, she has to rely on other kinds of experience to show her aptitude for working for this particular company.

Roberta has tried to analyze the qualities that a person involved in the travel industry would need and then addresses them in her letter. She has graduated from high school. She has had the opportunity to do extensive traveling in the United States and Europe. This experience means she could speak with authority about the advantages of different regions. She enjoys working with people and has typing and math skills. She indicates that she would be available for an interview and forewarns the manager that she will be calling for an appointment in the near future.

If your cover letter and resume are really effective, you should have the opportunity to interview for the job. If so, there are a variety of letters you may need to write to follow up the interview. Take out the sheet labeled "Sample Follow Up Letter." (pause) This is a letter Stephen Moore has written after an interview with Mr. Doe.

> Dear Mr. Doe: This is to express my thanks for granting me a personal interview in connection with my application for a junior executive trainee position. Our conversation has increased my desire to be part of the program.
>
> In the course of our discussion, you stated that you were looking for a young man with not only leadership potential but also the personal drive which is necessary for advancement. My activities in the student council, where I sponsored various innovations, indicate that I have capability for leadership in business. My interest in sales work is also evidenced by summer employment in door-to-door sales.
>
> Again, I would like to express my appreciation of your courtesy.

A letter of appreciation is a gracious way to remind the employer you are still interested in the job and that you were impressed by the company. A follow-up letter should include the job title of the job you are applying for. Be sure to include some reference to an important item that was discussed at the interview and how you have the experience that would uniquely qualify you to fulfill the qualifications.

If you decide to accept a position, you should send your acceptance in writing as soon as possible after you make the decision. Most companies do not consider your acceptance binding until they have your acceptance in written form. This letter does not have to be long and does not take as much careful consideration as the other letters you have studied.

Take out the sheet labeled "Sample Letter of Acceptance." This is the nicest kind of letter to have to write but do continue to follow all the rules for good business letters we have discussed in the past.

> Dear Mr. Dunwoodie: Especially after our last interview when I had the opportunity to meet your staff and to become more familiar with what will be expected of me, I am most happy to accept the position in public relations/sales as a member of the Sunshine team.
>
> The salary and other arrangements as you have outlined them are most satisfactory; you may be sure that I will do my utmost in my new capacity.
>
> In the meantime, unless I hear differently, I will plan to report for work on the 20th of next month, as agreed.

Sincerely, Melba E. Woods

There may be a time when you need to delay accepting or rejecting a job due to another job interview. If this happens, you must write and let your prospective employer know why you need to delay your final decision. Take out the sample letter of delay and let's review it.

Dear Mr. Dunwoodie:

Thank you for your job offer of April 4, 1977; however, I believe that you should know that within the past few days I have received promise of an equally rewarding job offer which will make it necessary to come to a firm personal decision, because of the various factors involved, before formally accepting the fine position you have offered me.

I would anticipate that a final decision will be reached within a week and would therefore, greatly appreciate it if I may be afforded that amount of time, without causing undue inconvenience to you, before accepting the position you offer.

In all fairness to you, and because of the degree to which I intend to commit myself in the position I choose, the decision must be made entirely without reservation, which I'm sure you will appreciate.

Again, thank you for offering me the position. I feel that the prospect of becoming a part of your staff represents a very personally rewarding opportunity and challenge, not to be taken lightly.

You may expect my final decision no later than one week from today.

Sincerely, Melba E. Woods

Another situation may occur. There may be a time when you need to reject a position. Take out the Sample Rejection letter. It reads...

Dear Mr. Dunwoodie: It is with much regret that I must inform you that since our last conversation, I have been offered and have accepted employment in another equally promising firm.

I would like to express my appreciation for having been considered for a role within your company, however, and thank you for the hospitality and kindness shown me. I hope that we may have occasion to meet again.

Sincerely, Melba E. Woods

It also is open, positive and honest. Remember you want to make a good impression even though you are not accepting this position.

Take out the sheet labeled "Tips For Letter Writing." (pause) This sheet summarizes the letter writing techniques that you should have learned in this lesson.

1. An attractively packaged product sells best. Make sure your letter is very neat. It is preferable if the letter is typed. The format should appear well organized on the paper with lots of white space and wide margins. You should not have any spelling mistakes, erasures, or grammatical errors. Set the

letter up according to all the rules of formal letter writing. Include your return address, an inside address addressed to the interviewer if possible, and be sure to sign the letter in ink. Keep a copy for yourself.

2. Be exceedingly positive and forthright throughout the letter. Come directly to the point; don't beat around the bush. Remember you can be your own best salesman. Since you probably can't afford a press agent, you must make sure the employer understands what a terrific employee you could be. Back that idea up with concisely written evidence that proves it. Don't be bashful. If you don't tell the employer about your strong qualities, no one else will. There is a difference between bragging and self-confidence - learn to express the difference. Your letter should never be longer than one page but do take enough time to develop your qualifications and the contributions that you can make to a company. A two or three sentence letter is ineffective and not worth the time to write it.

3. Put enough effort into developing the letter to assure that it will be treated with the respect it deserves. Remember the letter should open the door to an interview. It should tantalize the employer into studying your resume. A poorly constructed letter will probably end up in the wastebasket. A good letter, combined with a good resume, can set you apart from the competition and help you land that job you want.

4. Within a few days of mailing the letter, follow it up with a telephone call. Mention that you will be calling and the

day you intend to call if possible. This allows the employer to look over your letter and resume before you call and have some idea of your qualifications and the chances of your being invited to an interview. A telephone call gives you a good excuse to make personal contact with the employer and will encourage him or her to look your resume over carefully. Be sure to follow the techniques you learned in the previous lesson on business telephone calls.

Your assignment for the next class meeting is to rewrite Gary's cover letter. An extra copy of Gary's resume has been included with this lesson. Use the correct business format for letter writing. Date the letter with today's date.

The address for the hospital that Gary is writing to is:

Mr. James Kaufman
Memorial Hospital
1275 Chapel Road
Springfield, IL

All the other information you need is included in the resume. Try to sell Gary's qualifications to Mr. Kaufman. There is no one correct way to handle this assignment. However, be sure to avoid the problems that Gary had in his letter.

SAMPLE LETTER OF INQUIRY/APPLICATION

117 W. Center Street
Springfield, IL 62701
July 16, 1978

Ms. Angela Fairfax, Manager
Leisure Travel Service
611 North Chautaugua Avenue
Springfield, IL 62701

Dear Ms. Fairfax:

It is my understanding that you may have an opening for someone who is interested in making the field of travel her profession. I would be happy to be considered, knowing that my background and enthusiasm for the work would enable me to learn quickly and to provide satisfactory service.

My qualifications include graduation from Edwards County High School, Albion, Illinois, and travel throughout the United States and much of Europe. I thoroughly enjoy working with people and have good typing and math skills. The enclosed resume provides details of these qualifications.

I would be very pleased to appear for a personal interview at your convenience and shall telephone for an appointment within the next few days.

Sincerely,

Roberta Black

SAMPLE FOLLOW-UP LETTER

117 W. Center Street
Springfield, IL 62701
December 16, 1977

Mr. John Doe
Personnel Manager
Sunshine Enterprises, Inc.
220 Harris Avenue
Springfield, IL 62701

Dear Mr. Doe:

This is to express my thanks for granting me a personal interview in connection with my application for a junior executive trainee position. Our conversation has increased my desire to be part of the program.

In the course of our discussion, you stated that you were looking for a young man with not only leadership potential but also the personal drive which is necessary for advancement. My activities in the student council, where I sponsored various innovations, indicate that I have capability for leadership in business. My interest in sales work is also evidenced by summer employment in door-to-door sales.

Again, I would like to express my appreciation of your courtesy.

Sincerely,

Stephen Moore

SAMPLE LETTER OF ACCEPTANCE

117 West Center Street
Albion, IL 62806
January 10, 1978

Mr. H. B. Dunwoodie
Sunshine Enterprises, Inc.
1120 Arkansas Avenue
Springfield, IL 62701

Dear Mr. Dunwoodie:

Especially after our last interview when I had the opportunity to meet your staff and to become more familiar with what will be expected of me, I am most happy to accept the position in public relation/sales as a member of the Sunshine team.

The salary and other arrangements as you have outlined them are most satisfactory; you may be sure that I will do my utmost in my new capacity.

In the meantime, unless I hear differently, I will plan to report for work on the 20th of this month, as agreed.

Sincerely,

Melba E. Woods

SAMPLE LETTER OF DELAY

117 West Center Street
Albion, IL 62806
January 10, 1978

Mr. H. B. Dunwoodie
Sunshine Enterprises, Inc.
1120 Arkansas Avenue
Springfield, IL 62701

Dear Mr. Dunwoodie:

Thank you for your job offer of April 4, 1977; however, I believe that you should know that within the past few days I have received promise of an equally rewarding job offer which will make it necessary to come to a firm personal decision, because of the various factors involved, before formally accepting the fine position you have offered me.

I would anticipate that a final decision will be reached within a week and would therefore, greatly appreciate it if I may be afforded that amount of time, without causing undue inconvenience to you, before accepting the position you offer.

In all fairness to you, and because of the degree to which I intend to commit myself in the position I choose, the decision must be made entirely without reservation, which I'm sure you will appreciate.

Again, thank you for offering me the position; I feel that the prospect of becoming a part of your staff represents a very personally rewarding opportunity and challenge, not to be taken lightly.

You may expect my final decision no later than one week from today.

Sincerely,

Melba E. Woods

SAMPLE LETTER OF REJECTION

117 West Center Street
Albion, IL 62806
January 10, 1978

Mr. H. B. Dunwoodie
Sunshine Enterprises, Inc.
1120 Arkansas Avenue
Springfield, IL 62701

Dear Mr. Dunwoodie:

It is with much regret that I must inform you that since our last conversation, I have been offered and have accepted employment in another equally promising firm.

I would like to express my appreciation for having been considered for a role within your company, however, and thank you for the hospitality and kindness shown me. I hope that we may have occasion to meet again.

Sincerely,

Melba E. Woods

TIPS FOR LETTER WRITING

1. An attractively packaged product sells best. Make sure your letter is very neat, preferably typewritten, free of mistakes and erasures, and organized well on the paper. Observe all the rules of formal letter writing. Sign the letter in ink. Keep a copy for yourself.

2. Be exceedingly positive and forthright throughout. Don't "beat around the bush." The letter shouldn't be longer than one page, but it shouldn't consist of only two or three sentences, either.

3. Put enough effort into developing the letter to assure that it, and your resume, will be treated with the deserved respect. A poorly constructed letter will probably end up in the wastebasket, whereas a good letter will stimulate a response.

4. Within a few days of mailing the letter, follow it up with a telephone call.

Unit D, Lesson 1, Tape 1
Completing Job Applications
"Job Application 1"

Topic:	Completing Job Applications
Objectives:	Students will be able to identify abbreviations on a job application form
Activities:	Students will correctly abbreviate frequently used application vocabulary
Materials:	Abbreviation Check-up

This is Unit D, Lesson 1, Tape 1, in the series entitled VOCATIONAL EDUCATION. This tape is entitled "Job Application 1." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

Being able to complete a job application form correctly is an essential skill for obtaining a job. Most companies require job applicants to complete a standardized form as the first step in screening job applicants. It is extremely important that this application is completed neatly, correctly and completely. Employers frequently use this form to interview or hire applicants and request references or further information about future employees.

Research shows that incomplete forms or forms that are not filled out correctly can eliminate an applicant from further consideration for a job. An applicant who misspells words and is sloppy and careless in completing the form shows a poor attitude toward work. Employers use the application form as a way to assess how well an applicant would fit the job qualification. It is important that you present a responsible and effective image from the very beginning. Correctly filling out the application form is the first step in this process.

You may be asked to complete the application form in the personnel office where you are applying for the job. Other employers may mail the application to you to complete and return to them. If you must fill out the application at the work place, be sure to go prepared with a blue or black pen and all the information you will need about previous employment and the names and addresses of your references.

Always fill out application forms in ink. Only blue or black ink is appropriate for business purposes. All answers should be printed or typed. Even though you can read your handwriting, not everyone may find it legible. Printing makes your answers clear and easy to read and the application will have a professional look.

Be sure to answer every question that applies to you. If the question does not apply, write capital N slash capital A. This stands for not applicable. If you prefer, draw a line through the blank to show that you did not overlook the question. You may be tempted to leave questions unanswered that are thought provoking or confusing.

It is mandatory that you spell everything correctly on the application. Spelling mistakes on an application form, resume, or letter of application can eliminate you from consideration for a job. Take a pocket dictionary with you, if you think you will be required to fill in the application form at the place of employment.

Fill in the application form neatly. Print legibly. A sloppy application is an indication of a sloppy worker who does not pay attention to details. Do not eliminate yourself from competition for a job through carelessness.

Be sure to fill out the form completely. Some job applicants are tempted to attach a resume to the form instead of filling the form out in full. They assume that all important information is included in their resume and it is a waste of time to repeat the information on the application. This is a grave mistake. Many companies keep application forms on file in the personnel office. If a company asks you to complete an application form, they have a reason for requesting the information on the form--fill it in completely and return it promptly.

Be sure to follow the directions given on the application form. Read the entire form over before you begin filling in information. This will clarify what information is needed. If you don't understand the directions or you are not sure what information is required, be sure to ask questions. Don't be afraid you will look foolish. It is better to ask and complete the form correctly, than to do it wrong and lose your chance for a job.

When filling in an application form, tailor it to the job. Use references that apply to the job you are applying for, if possible. If you have special training or experience, be sure to include them. Try to aim the information you give to the needs of your employer. Any experiences you have had that will show you could perform the job effectively will increase your chances for an interview.

Be confident. Don't sell yourself short. If you didn't think you could do the job, you wouldn't be applying for it. Give the impression of an effective professional worker no matter what the job is that you are applying for. Present yourself in the best light possible. Only list people who will give you a positive reference. Answer questions completely and thoughtfully. This is your chance to make the best possible first impression.

The most important point when completing a job application is to be honest. Don't embellish your work experience. If you have not completed high school, list the date you expect to finish. If you have been fired from a job, do not omit this information if it is requested. Employers often check information given on application forms carefully. Lying on an application can not only keep you from getting hired for a job, it is grounds for immediate dismissal from a job once you are hired, even if you are a satisfactory worker.

One reason that some job applicants do not complete application forms properly is that they do not always understand abbreviations employers use on the forms. Take out the sheet labeled "Abbreviations used on Job Application Forms." (Pause) Many of these will be familiar to you but some may be new and all are necessary to know to complete an application form properly.

B period D period means birth date
D period O period B period stands for date of birth
H period or ht period is used for height and
W period or wt period for weight
tel period is telephone
no period means number
ans period is answer
co period stands for company
mo period stands for month
yr period means year
ZIP is your zip code

soc period sec period or SS period No period means social security number, and you must have one to be employed

avg period stands for average

dept period means department

exp period or exper period stands for experience

m means married

s means single

d means divorced

sep means separated but still legally married

m and f means male and female

When you fill out an application form, it is perfectly acceptable for you to use some abbreviations. The following are appropriate abbreviations:

1. Names of states
2. Street, road, or avenue
3. Dates
4. The words high school and junior high
5. Armed forces titles
6. The words company or corporation

Review the sheet of abbreviations and then put it away. (Pause 30 seconds) Take out a pen or pencil and the sheet labeled "Abbreviation Check-Up." For each word, write the appropriate abbreviation. See how many you can complete correctly without looking at the sheet containing the answers.

Question 1. The abbreviation for married is _____.

Question 2. The abbreviation for year is ____.

Question 3. The abbreviation for month is ____.

Question 4. The abbreviation for height is ____.

Question 5. The abbreviation for social security is____ or ____.

Question 6. The abbreviation for divorced is ____.

Question 7. The abbreviation for male is ____.

Question 8. The abbreviation for experience is ___ or ___.

Question 9. The abbreviation for separated is ____.

Question 10. The abbreviation for average is ____.

Question 11. The abbreviation for female is ____.

Question 12. The abbreviation for telephone is ____.

Question 13. The abbreviation for birth date is ____.

Question 14. The abbreviation for answer is ____.

Question 15. The abbreviation for department is ____.

Question 16. The abbreviation for company is ____.

Question 17. The abbreviation for weight is ____.

Question 18. The abbreviation for date of birth is ____.

Question 19. The abbreviation for number is ____.

Question 20. The abbreviation for single is ____.

Question 21. The abbreviation for zip code is ____.

Now check your answers:

1. The abbreviation for married is m.
2. The abbreviation for year is yr period.
3. The abbreviation for month is mo period.
4. The abbreviation for height is H period or ht period.

5. The abbreviation for social security number is SS period No period or soc period sec period.

6. The abbreviation for divorced is d.

7. The abbreviation for male is m.

8. The abbreviation for experience is exp period or exper period.

9. The abbreviation for separated is sep period.

10. The abbreviation for average is avg period.

11. The abbreviation for female is f.

12. The abbreviation for telephone is tel period.

13. The abbreviation for birth date is B period D period.

14. The abbreviation for answer is ans period.

15. The abbreviation for department is dept period.

16. The abbreviation for company is co period.

17. The abbreviation for weight is wt period.

18. The abbreviation for date of birth is D period O period B period.

19. The abbreviation for number is no period.

20. The abbreviation for single is s.

21. The abbreviation for zip code is ZIP.

Abbreviations Used on Job Application Forms

COMPENTENCY: Given a list of abbreviations used on application forms, the student will understand their definition to the satisfaction of the instructor.

SUPPLIES: The instructor will provide each student with the following list of abbreviations.

B.D. = birth date
D.O.B. = date of birth
H. or ht. = height
W. or wt. = weight
tel. = telephone
no. = number
ans. = answer
co. = company
mo. = month
yr. = year
ZIP = zip code
soc. sec. = social security
SS. No. = social security number
avg. = average
dept. = department
exp. or exper. = experience
m = married
s = single
d = divorced
sep. = separated
m = male
f = female

Abbreviations you may use on application forms.

1. Names of states
2. Street, road
3. Dates
4. High school, Junior high
5. Armed forces title
6. Company, corporation

STUDENT ACTION: The student will study these terms and discuss them in class to develop understanding.

PERFORMANCE CHECK: The instructor determines student knowledge of these terms during class discussion and testing.

Worksheet
Name: ____________________

Abbreviation Check-Up

1. married __________
2. year __________
3. month __________
4. height __________
5. social security __________ or __________
6. divorced __________
7. male __________
8. experience __________ or __________
9. separated __________
10. average __________
11. female __________
12. telephone __________
13. birth date __________
14. answer __________
15. department __________
16. company __________
17. weight __________
18. date of birth __________
19. number __________
20. single __________
21. zip code __________

Unit D, Lesson 2, Tape 2
Completing Job Applications
"Job Application 2"

Topic:	Completing Job Applications
Objective:	Student will be able to correctly complete a job application form
Activities:	Fill out job application forms--short in-class, long home assignment
Materials:	Major Components on Job Application Form (2) application for Employment (short/long)

This is Unit D, Lesson 2, Tape 2 in the series VOCATIONAL EDUCATION. This tape is entitled "Job Application 2." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

Job application forms usually contain five major components. When you go to a company to apply for a job you should be prepared to answer questions in these areas: personal information, educational background, previous employment background, military record if applicable, and references. Refer to the list titled "Major Components on Job Application Forms."

Personal information includes your full name, address, phone number, social security number and people to be notified in case of illness or an accident. You may be required to confirm your citizenship by listing city, county and state in which you were born. If you are not a citizen, you need to verify your work permit. The employer may wish to know who referred you to the job or how you heard about the job opening. You will be asked what position you are applying for and what salary you expect to receive. You may be asked to list your qualifications for the job desired. Frequently, you will be asked if you have ever been convicted of a crime. If so, you need to elaborate about the nature of the conviction. Often the personal information section will include questions about your health history and any physical problems you might have that would affect your ability to perform the job you are applying for. You may be asked to list any friends or relatives who are employed by the company. You will need to know when you would be available to start work. For some jobs you may need to list special licenses or certification. You may have to have a license to drive a car. Occasionally you will be asked if you are willing to relocate.

Your educational background includes the names of the elementary, junior high, and high school and any colleges or trade schools attended and the dates of attendance. You may be asked to show the number of years completed and your major field of study. Most application forms ask for a listing of degrees received and the dates they were received. You may be required to give your class standing and your grade average. Check with your school office to find out this information before you go to apply for a job. Be sure to be honest. The employer may easily check on this information from your school. Many application forms request information about outside activities such as special honors, clubs and hobbies or out of school activities.

You will certainly be asked to provide information about your previous employment record. Always list your present or most recent job first. You will need to include the name of the company, the full address and phone number. Most application forms ask for the name of your former employer or supervisor. It is a good idea to include the name of someone who knows the quality of your work if you do not think that your employer is familiar with what you have done. Explain clearly the nature of the work you did, including specific duties that relate to the job you are applying for. Most application forms ask you for your most recent wage at each place of employment and the amount of time you worked there. If the reason for leaving is requested, be honest but tactful. The prospective employer will probably contact your former bosses for recommendations on your work record. If you were fired, you must include this information. Do not list personal criticisms of your former boss as your reason for leaving.

If you have been in the military, you will be asked to furnish information on the branch of service you were in and the dates and period of service you spent with the military. You may be asked the highest rank you attained and the type of discharge you were given. When listing the main duties you performed in the service, gear the answer to the job you are applying for. Any experience you have that qualifies you for the job will help your chances, even if the experience is not directly related to the job you are applying for.

Most application forms ask for a list of three or four references. Some suggestions for appropriate references would be: a former employer who knows that you are responsible and do quality work, a teacher or counselor who knows you well, your pastor, priest, or rabbi, and a friend of your family who is in business or is well respected within your community. Do not use other students or members of your family as references. It is expected that they would give you a good reference. You need a reference that indicates how well you will be able to perform on the job. Always get permission from the reference before you use his or her name. Explain to the people you are requesting references from the nature of the job you are seeking. It would be helpful if you would give them a written list of your qualifications for the job and the reason you picked them as a reference. This will help them give you the best possible reference when it is requested of them. Write down the names, addresses and phone numbers of your references when you go in to apply for a job. This way you will not misspell anyone's name and the addresses and phone numbers will be correct. Don't knowingly use someone who will give you a poor reference. If you have any questions about the quality of the reference you will receive, perhaps you should make another choice. If you must use a name of someone who may give you a poor reference, try to counteract it with other references that are exceptionally good.

Take out the form labeled "Short Form: Application for Employment" and a pen or pencil. Fill it out as if you were applying for your present position or for a job you hope to have when you complete your schooling. Remember to print your answers. The first section is labeled Personal Information. Put in today's date. (Pause) Fill in your social security number if you know it. It is on your driver's license if you have that with you. (Pause) On the space labeled name, print your last name, then your first name, and your complete middle name (not your middle initial). (Pause) Put in your present address, including street address, city, state and zip code. (Pause) Include your area code with your telephone number. (Pause) If you do not know your height and weight, approximate as closely as you can. Be as correct as you can. Some jobs have height and weight requirements. (Pause) Now fill in your birth date and the marital information requested. (Pause)

The next section applies to the type of job you are applying for. List the position you are applying for. (Pause) It is acceptable to write immediately under the date you can start. (Pause) Application forms often ask for the salary your expect. This will take a little homswork before you apply. You could ask a friend who works for the company how much the position usually pays. If you know of someone who holds a similar position with another company, you could find out what is a fair salary for someone starting out in the field. If you do not want to request a salary, draw a line through the blank. (Pause) The form asks about present employment and if they may enquire of your present employer. Some employees fear repercussions on the job if their employers know they are looking for employment elsewhere. If you request not to have your present employer contacted, be prepared to explain why. (Pause) Companies often keep records of job applicants even if they did not receive a job. The following information will help them locate your previous application and resume and any information on file from a previous interview. (Pause)

Complete the section labeled Education. Include the name and address of schools you have attended, the dates you attended and the date you graduated. If you expect to graduate in a specific month and year, include it. Subjects studied should be brief and concentrate on subjects that held particular interest to you or courses that helped you prepare for a job like the one you are applying for. (Pause) Under the section, "subjects of special study or research work," include any subjects that you have spent extra time reading about or working with. This does not mean only things you have done in school. If you spend a great deal of your leisure time doing woodworking, this is the place to include your experience. Try to include areas of interest that pertain to the job you are applying for. (Pause) Types of office or industrial machines you can operate include typewriters, mimeograph machines, and other stenographic machinery as well as heavy machinery. If you can use a computer, be sure to include this information as well as any programming language you are familiar with. (Pause)

Complete the section on military service only if it applies to you. If you have not been in the military, write N.A. in each blank or draw a line through the blanks that do not apply to you.

Complete the section labeled Former Employers. Start with your latest job and progress chronologically backwards. Include the full address of your employers with street address, city, state and zip codes. (Pause)

Complete the section labeled Physical Record. The questions refer to physical or health handicaps that might affect your job performance. List a member of your family under the blank titled "in case of emergency notify." Include both home and work telephone numbers. (Pause)

At the end of the application form is a short paragraph giving your permission for the employer to further investigate your qualifications without invading your privacy. It says: I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Below this paragraph is a place to date and sign the application form. Use today's date. Write your signature instead of printing it. It then becomes a legal document. Your signature guarantees that you have been honest and have not submitted fraudulent information.

Your assignment for the next day's class meeting is to complete the worksheet labeled "Long Form: Application for Employment." Look it over now so that you have some idea of the kinds of information you will need to complete the form. Apply for a job you hope to get in the near future. The information you put on this form can be used at a later date to fill out other application forms.

MAJOR COMPONENTS ON JOB APPLICATION FORMS

PERSONAL

1. Name (full)
2. Address (include zip code)
3. Telephone (include area code)
4. Social Security Number
5. Citizenship (or permit to work in this country)
6. By whom referred
7. Position desired (job you are applying for)
8. Qualifications for job desired
9. Salary desired
10. Conviction for serious crimes (felony, refused bond)
11. Physical problems (which interfere with ability to perform job)
12. Relatives or friends now employed by company
13. Date available (to start work)
14. Knowledge of foreign languages
15. License to drive a car
16. Willingness to relocate

EDUCATION:

1. Names of schools attended
2. Dates of attendance
3. Years completed
4. Major field of study
5. Degrees received
6. Class standing
7. Grade average
8. Activities; honors, clubs, out-of-school interest

PREVIOUS EMPLOYMENT:

1. Start with present or most recent
2. Name of company, address and phone
3. Name of employer or supervisor
4. Nature of work
5. Wage
6. Reason for leaving
7. Don't omit time

MILITARY:

1. Branch of service
2. Dates of period of service
3. Highest rank
4. Type of discharge
5. Main duties in service

REFERENCES:

1. Get permission from reference to use his/her name
2. Don't knowingly use a poor reference

3. Suggestions:
    a. former employer
    b. teacher or counselor who knows you well
    c. pastor
    d. friend of family who is in business
4. Alert references as to type of job you are seeking and your qualifications.

Worksheet
Name____________________

Short Form: APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Date____________________ Social Security Number____________________

Name____
Last First Middle

Present Address____
Street City State

Telephone No.__________________ Height__________ Weight________

Date of Birth____________________ Married________ Single________

Number of Children______________________________________

Number of Dependent Children Under 18____________________

EMPLOYMENT DESIRED

Position____________________ Date You Can Start__________ Salary Desired________

Are you employed now?__________ If so may we inquire of your present employer__________

Have you ever applied to this company before?__________ Where?________ When?__________

EDUCATION	Name and Location of School	Years Attended	Date Graduated	Subjects Studies
Grammar School				
High School				
College				
Trade, Business or Correspondence School				

Subjects of special study or research work:____________________
____
____

Types of office or industrial machines you can operate:__________
____

U.S. Military or
Naval Service______________________________ Rank______________________
Present Membership in National Guard or Reserves____________________ Type of Discharge:__________

FORMER EMPLOYERS

Date Month and year	Name and Address of Employer	Salary	Position	Reason for Leaving
FROM__________ TO				
FROM__________ TO				
FROM__________ TO				
FROM__________ TO				

REFERENCES: Give below the names of three persons not related to you, whom you have known at least one year.

	Name	Address	Business	Years Acquainted
1.				
2.				
3.				

PHYSICAL RECORD:

List any physical defects that would effect your employment________________________________
Were you ever injured?________ Give details______________________
Have you any defects in hearing?______________ in vision?_____________ in speech?___________
In case of emergency notify____
Name Address Phone No.

I authorize investigation of all statements in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

DATE________________SIGNATURE____

DO NOT WRITE BELOW THIS LINE

Interviewed by____________________________________Date____________

REMARKS:____

Neatness____________Personality____________Character____________

Ability____________Recommended for hire Yes:______ No:________

If no, why?_____________________________________

Hired______________For Dept.______________Position______________

Will Report__________________Salary, wages______________________

Approved: 1.____________________2.________________3.________________

Employment Manager Dept. Head General Manager

Worksheet
Name______________________

Long Form: APPLICATION FOR EMPLOYMENT

(Please Print Plainly)
The Civil Rights Acts of 1964 prohibits discrimination in employment because of race, color, religion or national origin. Public Law 90-202 prohibits discrimination because of age. The Laws of some states prohibits some or all of the above mentioned types of discrimination.

Date:____________________

PERSONAL

Name____SS. No.______________
Last First Middle Initial
Present Address____
No. Street City State Zip
How many years have you lived at this address?__________________ Telephone No. ( )_____________
Area
Previous Address____
No. Street City State Zip
How long did you live there?______________________________________
Job(s) applied for 1. _______________ Rate of pay expected $_________per______
2. _______________ Rate of pay expected $_________per______
How did you learn of this opening?_______________________________
Do you want to work___Full-time or___Part-time.
Specify days and hours if part-time______________________________
Have you worked for us before?________If yes, when?_____________
List any friends or relatives working for us_____________________
____
If hired, on what date will you be available to start work?______
Are there any other experiences, skills, or qualifications which you feel would especially fit you for work with the Company?_____
____
____
____
If hired, do you have a reliable means of transportation to get to work?_______________
Do you have any physical handicaps which would prevent you from performing specific kinds of work?________If yes, describe the defect(s) and explain the work limitations.______________________
____
____
Have you had a serious illness in the past 5 years? ____No ____Yes (describe)_____________________

Have you ever received compensation
for injuries? ____No ____Yes (explain)________________________

____

Have you ever been convicted of a crime, excluding misdemeanors and summary offenses? ____No ____Yes If yes, describe in full____

____

Person to be notified in case of accident or emergency:
Phone Number________________Name______________________________
Relationship________________Address___________________________

- -

EDUCATIONAL BACKGROUND

Type of School	Name and Address	Years Attended	Graduated	Course Major
Grammar or Grade			__Yes__No	
High School			__Yes__No	
College			__Yes__No	
Post Graduate			__Yes__No	
Business or Trade			__Yes__No	
Other			__Yes__No	

MILITARY SERVICE RECORD

Have you ever served in the armed forces? ____Yes ____No If yes, what branch?______________
Dates of duty: From__________________ To __________________
Month Day Year Month Day Year
Rank at discharge:________________What were your duties in the Service (include special training and duty station)?____________

____

Have you had any schooling under the G.I. Bill of Rights?________
If yes, describe____

TO THE APPLICANT:

Do not answer any bold print question below the double lines unless the employer has placed an "X" next to the question. An "X" indicates that the information requested is needed for 1) a bonafide occupational qualification, 2) is in compliance with national security laws, or 3) other legally permissible reasons.

X **Are you over 21 years of age? ___Yes ___No If no, employment is subject to verification that you are of minimum legal age.**

X **When were you born? ____________________________.**
Month Day Year

X **How old are you? _____.**

_ **Sex: ___Male ___Female**

_ **Height: ft. in.**

_ **Weight: lbs.**

_ **What is your marital status ___Single ___Married ___Separated ___Divorced ___Widowed**

_ **When were you married? ____________________**
Month Day Year

_ **How may dependents do you have (including yourself)? ___________**

X **Are you a United States Citizen? __Yes __No**

X **Have you registered for the Draft? __Yes __No**

X **What is your Selective Service classification _______________**

X **Please tell us when you attended school.**
_ **Elementary --From to** X **College --From to**
X **High School--From to** X**__________--From to**

_ **Have you ever been bonded? __Yes __No**
If yes, for what job(s)? ______________________________

_ **Employer may ask other bonafide occupational questions below: __**
____
____

- -

PERSONAL REFERENCES
(Excluding Former Employers or Relatives)

Name and Occupation Address Phone Number

1. ____
____

2. ____
____

3. ____
____

PRIOR WORK HISTORY
(List in order, last or present employer first)

Dates From To	Name and Address of Employer	Rate of Pay Start Finish	Supervisor's Name and Title	Reason for Leaving

Describe in detail the work you did.__________________________

Dates From To	Name and Address of Employer	Rate of Pay Start Finish	Supervisor's Name and Title	Reason for Leaving

Describe in detail the work you did.__________________________

Dates From To	Name and Address of Employer	Rate of Pay Start Finish	Supervisor's Name and Title	Reason for Leaving

Describe in detail the work you did.__________________________

Dates From To	Name and Address of Employer	Rate of Pay Start Finish	Supervisor's Name and Title	Reason for Leaving

Describe in detail the work you did.__________________________

May we contact the employers listed above?____If not, indicate below which one(s) you do not wish us to contact.________________

Occasionally the form of an application blank makes it difficult for an individual to adequately summarize his complete background. To assist us in finding the proper position for you in our company, use the space below to summarize any additional information necessary to describe your full qualifications.

Thank you for completing this application form and for your interest in employment with us. We would like to assure you that your opportunity for employment with this company will be based only on your merit and on no other consideration.

PLEASE READ CAREFULLY
APPLICANT'S CERTIFICATION AND AGREEMENT

I hereby certify that the facts set forth in the above employment application are true and complete to the best of my knowledge. I understand that if employed, falsified statements on this application shall be considered sufficient cause for dismissal.

You are hereby authorized to make any investigation of my personal history and financial and credit record through any investigative or credit agencies or bureaus of your choice.*

Signature of Applicant____________________

*NOTE: The Provisions of the Fair Credit Reporting Act may be applicable if a credit report on the applicant is obtained and considered.

DO NOT WRITE BELOW THIS LINE

INTERVIEW ___YES ___NO Date____________Hour________________

Result of Interview______________________________________

Acceptable for Employment?_______________ Starting Rate____________ Starting Date_________ Shift____

Occupation____________________ Dept.________________ Clock No._____

Interviewed by ________________________________ Employed by____________________

Approved by____________________

Unit D, Lesson 3, Tape 3
Completing Job Applications
"Preparing for Employment Tests"

Topic: Completing Job Applications

Objective:

Activities:

Materials:

This is Unit D, Lesson 3, Tape 3 in the series VOCATIONAL EDUCATION. This tape is entitled "Preparing for Employment Tests." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

Many people who have to take employment tests are afraid they will not get the job because they do not feel comfortable when they are tested. People who are truly capable of passing tests may not do as well as they could have because they do not know how to approach test situations. This lesson provides some tips on how to take tests and get the best possible results.

There are many factors that are important when you take a test. If you can learn to control as many of these factors as possible, it will help you take tests successfully. When you take the test may be very important. Each person has a peak period when he or she operates most efficiently. When you arrange for an interview, ask if you will be required to take any employment tests. If so, try to arrange the testing and the interview when you are most alert. Some people function best early in the morning before they are fatigued by the day's activities. Other people don't really wake up until noon and find their peak period is right after lunch. Some people feel more alert soon after eating, while a meal puts other people to sleep. Think about your life style. When can you accomplish the most work. Try to match the testing time with your peak energy periods.

Get plenty of rest so that you will be alert rather than in a stupor because of lack of sleep. You may be nervous the night before an important interview or employment test but try to get as much rest as possible. Don't schedule strenuous activity just before the test. Before taking the test, try to relax. Relaxing your muscles and clearing your mind of worry will help you do the best job you can. It is a good idea to arrive at the test a little early so you will not be rushed. Be sensible about how early you get to the testing office. If you have to sit and wait for an hour before taking the test, you may become so nervous you have trouble with the test.

Bring enough materials and equipment. If pencils, paper, eraser, pocket calculator, or other things are needed, bring more than enough and plan for emergencies. This is especially important if the test is timed. Not having an extra pencil on a timed test could reduce your score.

If you have a choice of where to sit, consider such factors as light, noise, and space. Are you close enough to hear well? Can you see what you are reading without being in your own shadow. Are you comfortable. If you picked a chair that is broken, move to another one. If a large number of people are taking the test at the same time you are, make sure you have enough room to write freely without bumping into someone else.

If you will be in the test situation for a long period without a break, take a candy bar or some other food and perhaps a thermos with a soft drink to pick you up. Taking tests is hard work. Since you are confined to a seat when you are taking the test, use any break time you are given to get your circulation moving. Don't be tempted to just sit in your chair and wait for the break time to pass. Go get a drink of water, walk up and down the hall, get out of the testing room for a few minutes if you can. A change of scene can help prepare you to go back to the test with renewed energy.

Don't try to study for employment tests. There is little you can do to prepare for many tests, especially aptitude or interest inventories. If you know an achievement test will be covering specific material, you may want to review before you take the test. Consider your time schedule and plan accordingly.

It is best not to cram the night before the exam. Review all in advance. An important examination cannot be studied for in one sitting. You need to review each area of the examination, carefully allowing time for knowledge to "sink in." If possible, get a sample of test items so that you can get a "feel" for the types of questions to be asked. It often helps to have someone quiz you on the material to be covered to be sure you have mastered the points adequately.

Many people have problems with tests because they don't read the directions carefully, or because they don't answer the question that is asked. Proficiency at test taking skills can increase your success enormously.

First and foremost - ALWAYS READ DIRECTIONS CAREFULLY. BE SURE YOU UNDERSTAND EXACTLY WHAT YOU ARE SUPPOSED TO DO. Ask the examiner to explain what is expected of you if the instructions are not clear. It is easy to skim through the instructions and start filling in the test as soon as you receive it. Force yourself to read the directions slowly. You can invalidate the test if you do not answer exactly the way the directions describe. This is especially true if the test will be graded by a machine. Extra marks on a sheet that will be run through a computer can be read as an incorrect answer. Find out if you can write on the test or answer sheet. Be sure you have scratch paper to figure out long arithmetic calculations. Give yourself a chance to get the best score possible.

Find out if the test is timed. Be sure you know what the time limit is. Can you see a clock so that you are sure how much time you have left to finish the test. Will there be any warning given before the end of the test? Wear a watch to help judge the time. If the test contains more than one section, find out if the various sections will be timed separately. Know whether you are to go on to the next section when you have finished with one. This is important, because some sections will be more difficult than others. If the test is timed, work through the test as rapidly as possible while still doing your best work. If you do not know the answer to one question, skip it and go on to the next one. When you finish the section of the test, go back and work on the questions you had trouble with. Some people get stuck on one question and spend too much time trying to answer it. They get caught by the clock and do not have time to complete other questions that they could have answered. Most tests are not sequential. In other words, the questions are not arranged with the easiest ones first and the hardest ones at the end. A very difficult section may be followed by a series of simple questions that you can complete with ease.

Check to see what test aids you are allowed to use. Can you use scratch paper? Pocket calculator? Don't handicap yourself. Use everything that is permitted.

Look over the entire test before attempting to answer anything. Pay special attention to the directions which tell how to mark answers to sample questions. Pay attention to any other guideline for taking the test. See how long the section is that you have to complete. You will feel less panicky if you know what to expect.

There are a variety of formats for test questions. Many of these you are familiar with because they are used in high school classes. However, you can score better if you know the most effective way to handle each approach.

True and false questions may be confusing. Before you take a true/false test, find out how the test will be scored. If your score will be based on the number of right answers, answer all the questions and guess true when you don't have a good reason for marking false. If your score will be right minus wrong, answer only the questions you are sure of. Be extremely careful of the wording on true/false questions. Certain words make nearly any statement false. Absolutes such as never, always, all, and forever, are clues that the answer is PROBABLY false. Superlatives like smallest, highest, fastest are also indicators of falsehood. In order for a statement to be true or false, an absolute condition must exist when these words are used. It only takes a single exception to disprove them. Still, read such questions carefully. Once in a while, the correct answer is true, so don't get cocky and put down an answer before you read the question thoroughly.

Multiple choice questions require you to choose from among three, four or five answers. Many tests require you to select the best answer--even if none is correct. For example: eighty divided by two is a) 4.0, b) 400, c) .40 or d) none of the above. Of course, the answer is d). This question illustrates the necessity of reading all questions carefully. When you hear the question, the answer is obvious. However, each of the answers looks very much like the other. When you are reading hurriedly, you can miss an important part of the question or the answer--like the position of a decimal point. Scrutinize choices and eliminate the obviously wrong ones. If you are not really sure of the answer, an "educated guess" might be worth the risk. If there is no penalty for wrong answers, mark 'b' each time you have no knowledge of the right answer.

Matching requires you to match items in one column with items in another. The answer column often contains more words than the questions column so that you can't get the last one by elimination. Some tests require you to use the same answer several times. Find out the ground rules and answer accordingly.

Completion questions are difficult to answer because you must know the absolute answer and cannot guess. One type of completion question is: A famous Civil War general who became President of the United States was---?

Key points to establish for questions of this type are:

Number 1. Can you guess or will there be a penalty for wrong answers? Many times there is no penalty and the answer will be counted wrong whether you respond incorrectly or offer no response at all.

Number 2. Many times a length of the spaces provided for the answer will be a clue to the proper word. In the example, the answer is a three word name and a correct guess would be Ulysses S. Grant.

Number 3. Sensitivities to subject-verb agreement will sometimes help. A plural verb takes a plural answer. The article preceding the answer may also be helpful.

Essay questions are designed to determine how well you know a specific subject and how well you can organize your answer. Do not approach essay questions too hurriedly. They often count more than other sections of the test. Read questions carefully to determine what is desired. Is the answer to be detailed? Are dates and other factual material needed? Are you to make comparisons? Are you to develop something?

If you are allowed scratch paper, jot down an outline of what you propose to write. Underline key words in your answer to guide the scorer. Give specific examples, where possible, to illustrate or fortify your answer. Use good grammar and check to see that you have spelled properly, punctuated as needed, and written legibly.

The importance of reading directions carefully, knowing how the test is to be scored, and planning your approach cannot be over emphasized. Do not spend too much time on one question. Remember to go on and return later to items you have not answered. Even though the most difficult questions may be found near the end of a test, you may be able to answer some or most of them. First, answer the questions of which you are sure. If you have time, go back and try to figure out the unanswered questions. Finally, guess if a wrong answer will not be subtracted from your score. It is impossible to get the question right if you do not put down an answer.

Activity Sheet
Name________________

Check the best answer.

1. The best activity the night before an employment test is:

   _____(a) Review thoroughly any material which might be covered on the test, but do allow yourself at least 3-4 hours of sleep. Memorize anything that might be important.

   _____(b) Don't worry about it. Go to a movie and get your usual amount of sleep.

   _____(c) Exercise strenuously the night before, get the usual amount of sleep, and exercise again just before getting ready to go to the testing site.

2. The best time to arrive for the test is:

   _____(a) about an hour early so you have time to calm down and get the "feel of the place."

   _____(b) arrive at the exact time so you don't waste any time getting nervous.

   _____(c) get there in enough time to park and have five to ten minutes to spare.

3. Mark any of the answers which illustrate what you whould do to prepare to take the test and during the test.

_____(a) Do not bring anything with you. Everything will be supplied.

_____(b) If you have a break time, use it to move around, get a drink, or stretch your muscles.

_____(c) It is a good idea to bring a snack such as a soft drink or a candy bar to use as an energy source.

_____(d) If the test will be covering specific material, you should review the material during the weeks before the test.

_____(e) Do not ask the examiner any questions about the instructions given on the testing procedure.

_____(f) Take pencils, a watch, and a calculator (if permitted) with you.

_____(g) Before answering any of the questions, read the directions and look over the entire test.

_____(h) Listen carefully to find out whether the test is timed and how the test is scored.

4. Answer the following questions true (T) or false (F).

_____(a) If the test is timed, work as rapidly as you can while doing your best work. Skip a question that is difficult and come back to it if there is time later.

_____(b) If a true/false test score is based on the number of right answers, answer all the questions and guess true when you aren't sure of the answer.

_____(c) Always answer false to questions on a true/false test which contain "absolute" words such as never, always, all, and forever.

_____(d) In multiple choice questions, there are often two good answers. You should choose the best of the two.

Unit D, Lesson 4, Tape 4
Completing Job Applications
"Types of Employment Tests"

Topic: Completing Job Applications

Objective:

Activities:

Materials:

This is Unit D, Lesson 4, Tape 4 in the series VOCATIONAL EDUCATION. This tape is entitled "Types of Employment Tests." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

Once you have located a possible job and have arranged an interview, you have not completed all the components of the job application process. Although you may have submitted a resume, the company may require you to fill out a job application form. This may be used by the employer to help narrow down the applicant selection process. The form may also be kept on file for further reference if a related position becomes available. Many companies also require applicants to take a battery of employment tests before they are interviewed. These help the employer determine whether the applicant has the aptitudes, interests, and skills to perform a certain kind of job. A personality test may be given to see if the person would fit into the organization. Many employers consider testing to be very useful because poorly selected employees increase expenses and decrease income. Because an employee may be dissatisfied if he or she is unqualified or over-qualified in a job, employers use employment testing to aid in finding the best qualified applicant for the job.

Because many positions require long training periods, it may be some time before new employees can be fully productive. If they quit or are fired during, or shortly after, the training period, both the employer and the employee lose. The employee's loss is especially bad because he or she has to begin again with a negative experience on the record.

There are a variety of tests that you might expect to be required to take when you apply for a job. Probably the most frequently administered test is an intelligence test. An intelligence test may be referred to as a check on your problem solving ability. It may be called a test of adaptability or a measure of your ability to adjust to new situations. The purpose of an intelligence test is to determine a person's capacity to learn. These tests become progressively more difficult as you work your way through them. Do not expect to answer all the questions correctly in the time provided. The tests are designed so that no one will finish. Your score is compared to a scale that enables the employer to determine how you have scored in relation to others who have taken the test. You may be compared with the general population, high school graduates, or only employees who took the same test before they were hired.

Another test you may be required to take is a test for mechanical aptitude or ability. These test are administered primarily to applicants for jobs which require skill in manipulating objects quickly and correctly. You can expect simple tests, such as assembling nuts and bolts, placing geometric forms into matching receptacles or tracing a maze, during a specified time limit. Applicants for skilled or semi-skilled jobs may be tested for other factors. Some of these are physical endurance, hand-eye coordination, facility with certain tools, and tolerance for getting dirty.

You may be required to take an aptitude test. This differs from an intelligence test. Instead of measuring what you know, an aptitude test measures your potential to do or learn a specific skill. It measures inherent qualities, not achievements. Aptitude tests attempt to predict potential to accomplish in the future. High school grades are sometimes used to measure how well you might do in college. An aptitude test might be used to measure your potential for manual dexterity, clerical tasks, reasoning, numerical calculation or ability to learn foreign languages.

Some employers require potential employees to fill out an interest or psychological inventory. This is a questionnaire. You can expect questions which indicate preferences. For example, would you prefer to a) play tennis, b) browse in a bookstore, or c) play a musical instrument. There is no one correct answer to any of these questions. However, the questions are written so that a trend appears that will indicate the kind of activities you might prefer to do. Companies use the results of an interest inventory to provide clues regarding the nature and degree of your interest in such job-related areas as sales, public contact, repetitive tasks, or responsibility or supervisory tasks. A person who consistently picks activities and interests that are done alone may not be happy if they are required to do door to door selling. When you fill out such a questionnaire, be completely truthful. Most interest inventories have checks built into the test that alerts the employer if you have tried to "outwit" the test. Inconsistency in your answers can invalidate the test and eliminate you from consideration for the job.

One of the most valued and widely used series of aptitude tests is the General Aptitude Tests Battery, referred to as the GATB. It is regularly administered, free of charge, by the Illinois State Employment Service. School counselors and employers know of this free testing service and often refer people to it. It might be a valuable experience to take these tests at your local Illinois State Employment Service. Each of the kind of tests we have discussed are included in the battery of tests and will prepare you for subsequent testing for a specific company.

The General Aptitude Test Battery consists of twelve separate sections. Some sections are paper and pencil tests. Others require physical manipulation of objects to define mechanical aptitude. The battery measures potential in nine areas. Since many privately administered tests include these nine areas, it is important that you look at them in more detail.

The first area is general learning ability or intelligence. This tests your ability to understand instructions and underlying principles and measures your ability to reason and make judgments. These tests are similar to the standardized tests you may be required to take in high school each year. The results will closely relate how well you do in schoolwork.

The second area is verbal aptitude. This measures your ability to understand meanings of words and the ideas associated with them and the ability to use words effectively. The ability to comprehend the meaning of sentences and paragraphs will also be tested. There may also be a section that tests your ability to present information clearly. Doing well on this section is more important if you are applying for a job writing sales manuals than if you are looking for work on the line in a factory.

The third area tested on the battery is numerical aptitude. This test requires you to perform mathematical operations quickly and accurately.

The fourth area tested is spatial aptitude. This measures your ability to comprehend two-dimensional representations of three dimensional objects and to understand geometric form. People who do drafting need to be able to understand spatial relationships. Spatial aptitude tests often include a measurement of your ability to recognize the relationships that result from movement of the object in space. You may have to identify the same object drawn from two different angles.

Form perception is the fifth area tested on the General Aptitude Test Battery. Form perception measures a person's ability to perceive pertinent detail in object or graphic material. It measures your ability to make visual comparisons and discriminations, to see slight differences in shapes and shadings of figures, and to identify differences in the width and length of lines.

The sixth area tested is for clerical perception. This measures your ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation. It also measures your ability to find important details in lists or columns of words.

The seventh area measures motor coordination. This shows how well you can coordinate your eyes and hands. You may be required to look at a set of instructions and accurately reproduce those instructions manually. Sometimes you will have to copy a long series of symbols within an allotted time period. Motor coordination tests also measure a person's ability to make a series of rapid movements accurately and swiftly.

The eighth test is related to the motor coordination test. It tests for finger dexterity. This test measures a person's ability to manipulate small objects with the fingers, rapidly and accurately. For example, you may have to move as many washers from one pile to another or stack a set of blocks within a period of a minute or two.

The final area tested is manual dexterity. It measures your ability to move your hands easily and skillfully. The test involves tasks requiring you to work with your hands in placing and turning motions.

Anyone can take the General Aptitude Test Battery at their local Illinois State Employment Service. Although they are generally administered to persons seeking a job for the first time, they are also used to determine how much ability a person has who wants to change to a type of work in which they have had no experience. They are also used for those considering vocational training. It is necessary to have an appointment to take the battery of tests. Call you employment service and explain why you wish to take the General Aptitude Test Battery. Try to schedule your appointment early in the day so you are not tired when you take it. The test does take a fairly long time to take, so do not make your appointment when you do not have time to finish taking the entire battery of tests.

Some employers also test for specialized aptitudes. The specialized aptitude tests are used when specific qualities are essential to job success. Aptitude for one or more foreign languages, sales work, human relations, chemistry, hearing acuity, and other things might be included in the tests an employer requires you to take.

Clerical tests are administered to individuals seeking work as secretaries, keypunch operators, file clerks, computer operators, bank tellers and clerks, and other positions which involve mathematics or clerical procedures. Examples of these tests include typing and shorthand tests, number checking, alphabetizing, word problems, and arithmetic facts and speed.

Some employers require prospective employees to take a personality or judgment test. The major purpose of these tests is to determine whether you have qualities and characteristics thought to be necessary to a given position. Some employers test to determine whether applicants can "fit in" with others in the same and related job classifications. These tests measure factors such as cooperation, adjustments to change and nervous tendencies. There is not another kind of test that is more controversial. However, whether you agree that personality tests are valid indicators of what you are like and how well you can do a job, you may be required to take one. Do not be intimidated by the test. You can do well.

Unit E, Lesson 1, Tape 1
Job Interview Techniques
Introduction--Pretest

This is Unit E, Lesson 1, Tape 1 in the unit JOB INTERVIEW TECHNIQUES. These materials have been developed as part of the project "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education" offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational Education, July, 1982 - June, 1983.

In this unit, you will be covering many skills needed to complete a successful interview. The tape you are listening to now will introduce the unit. You will complete a pretest during this unit. The unit contains 9 lessons and 11 tapes. Two tapes cover appropriate appearance at a job interview. One tape will help you identify the techniques for conduct at an interview. One tape will cover interviewer's criteria for an effective interview and the most frequent interview approaches. Two tapes deal with the most common questions interviewers ask and techniques to answer problem questions. One tape covers the do's and don'ts of job interviewing. At the end of this unit, you will have the opportunity to use what you have learned to evaluate a job candidate during an interview. The final tape in this unit contains a summary of what you have learned and a post-test.

Before you begin studying job interview techniques, you will have an opportunity to test your current job interview aptitude. Take out the interview technique survey that is included in your kit for lesson 1. You will need a pencil or pen to complete this assignment. (pause 15 seconds) The information on the survey is given on the tape. As you listen, follow along on the survey and check the correct answer immediately. You will not be given a grade for this assignment, however, your score on a similar test at the end of this unit will be used to determine your grade. If you do not know the correct answer, make an educated guess. Read the questions to yourself while I read them aloud. Respond immediately.

Unit A, Lesson 1, Tape 1
Name ____________________

Unit A Pre-Test

Directions: Circle the best answer.

1. A job interviewer's initial impression of a job applicant

    a. is not very important
    b. is formed within the first four minutes of an interview
    c. is not based on what an applicant wears to an interview
    d. does not make any difference in a job applicant's chances at a job, if the applicant has good qualifications

2. Before the job interview, an applicant should

    a. do some research about the company
    b. plan to arrive at the interview at least an hour early
    c. buy a new suit
    d. none of the above

3. Bringing friends or relatives with you to an interview

    a. will show the interviewer you get along with people
    b. is a good indication of your maturity
    c. should never be done
    d. will help you feel more comfortable and will improve your ability to sell your qualifications

4. If you are not sure how to fill out a question on an application form,

    a. ask another job applicant who is sitting near you for help
    b. ask the person who gave you the application form for help
    c. complete the application form after the interview
    d. leave that part of the application blank

5. When you are being interviewed,

    a. it is all right to stretch the truth if the employer will have trouble checking up on you
    b. ask about salary and benefits as early in the interview as possible
    c. try not to appear too enthusiastic
    d. use your qualifications and presentation style to stand out from all the other job applicants

6. If a former employer will not give you a good recommendation,

   a. leave that employer's name out of your application form
   b. tell the interviewer that your former employer was prejudiced against you
   c. explain to the interviewer why you were not suited for that job
   d. tell the interviewer you had no problems on that job since the interviewer probably will not bother to check your references

7. The best way to answer difficult interview questions is

   a. to spend some time before the interview analyzing your strengths and weaknesses
   b. make your answer as short as possible
   c. tell the interviewer you do not know the answer
   d. avoid answering the question by changing the subject

8. If the interviewer takes an integration approach and asks you a series of very pointed, difficult questions, you could identify this as the

   a. Fact Finding Approach
   b. You're the Customer Approach
   c. Do It Yourself Approach
   d. None of the above

9. When weeding out the least qualified applicants, an interviewer usually relies most heavily on

   a. the application form
   b. the applicant's resume
   c. the applicant's letter of recommendation
   d. the interviewing process

10. A typical question you might be asked at a job interview would be:

   a. How many children do you plan to have?
   b. Why did you apply for this particular job?
   c. What is your religion?
   d. Have you ever been accused of a crime?

11. The most appropriate dress a man interviewing for a job as an orderly at a hospital where everyone is required to wear a white uniform would be:

a. a three piece suit
b. blue jeans and a t-shirt
c. a white uniform
d. slacks and a sports shirt

When you complete this test, raise your hand so that the instructor may collect it. Then sit quietly until you receive further directions. (pause for 90 seconds)

Your instructor will save the test. At the end of this unit, you will be given a post-test. You can compare the results to see how well you improved.

The job interview is the most important part of the job seeking process. Education and experience are important for obtaining a job. However, if you do not learn the techniques for effective interviewing, your chances of landing the job you want are reduced. The interview provides an employer the chance to communicate with the job candidate. It is important that the candidate can effectively present his or her qualifications for the position. Interviewers make the final decision as to who will be hired. This one conversation can be the determining factor in the decision as to who will be picked to fill the position.

This unit includes a series of lessons to help prepare you to participate effectively in a job interview. When you are finished with this unit, you should be able to utilize the basic techniques of good interviewing to present your qualifications effectively. You should be able to dress appropriately for the interview. You should be aware of problem questions that an interviewer may ask and be prepared to answer them tactfully. You should know the do's and don'ts of a job interview and be able to use them.

For the most part, the interviewer will control the interview. He or she has the job you want. It is your job to impress the interviewer. You need to make the interviewer believe that you are the best person for the job. Remember you have to make the interviewer look at your qualifications. You will be judged by the way you talk, act and look. The interviewer does not have to impress you, it is the other way around.

Interviews usually take place in the office of the interviewer. You may be interviewed by a person in personnel who handles the interviewing for a company. The interviewer may be the owner of the business, or the interviewer may be the person you will be working for. Most employers are concerned to find the best person for the job. If you don't impress the interviewer, you probably won't get the job.

(Music)

Unit E, Lesson 2, Tape 2
Job Interviewing Techniques
"Look Like a Winner"

Topic: Appropriate Appearance at a Job Interview

Objective: Student will be able to identify appropriate clothing for a job interview.
Student will understand the importance of good grooming in the interviewing process.

Activity: Complete checklist

Materials: Appearance checklist

This is Unit E, Lesson 2, Tape number 2 in the series JOB INTERVIEW TECHNIQUES. This tape is entitled LOOK LIKE A WINNER. These materials have been developed as part of the Project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

One of the most important aspects of an interview is how you appear to the interviewer. It is unfortunate that interviewers make judgments about you based on what you are wearing, whether you need a haircut, and if your fingernails are dirty, but it is true. Researchers have found that interviewers make a decision about how well you fit into an organization within the first four minutes of the interview. Consequently, it is important that you take a look at yourself from the perspective of the employer. Have you done everything you can to make your first impression a positive one?

Let's look at the example of John. He had been out of work for four months and had done everything he could to find a job. He had answered ads in the newspaper, asked his friend if they knew of any openings where they worked, and canvassed businesses in his area for job openings. To pass the time when he was not actually job hunting, he often shot baskets with his friends at the school playground. One afternoon, his friend Tony came rushing up to the basketball court, saying he had heard that Mr. Cranston at the restaurant was looking for a waiter and was hoping to fill the position that day. Figuring that he didn't have any time to waste, John ran a comb through his hair and hurried over to see Mr. Cranston.

John thought it was more important to beat any other applicants to the job than to take time to go home and clean up. He was hot and sweaty from playing basketball. He had on an old t-shirt, blue jeans, and worn out sneakers without socks. He hadn't been to a barber recently because he was low on money. However, he had worked in two restaurants while he was in high school, once as a busboy and once as a waiter. He had good recommendations from both of his former employers. Also, Mr. Cranston knew John's father so he had an "in." John was well qualified for the job and Mr. Cranston was impressed with John's personality. But John did not get the job. Why? Because Mr. Cranston was not sure if John knew how to dress appropriately or work with the public, and it did not appear that John cared enough to make a good impression at the interview.

First impressions are always important. An interviewer will make a judgement about you depending on how you appear to him before you say anything. When you have an interview scheduled, it is important that you dress appropriately for the job you want. Look at the duties involved with the job you are interviewing for. What do other people wear who work at this company? If you are looking for an office job, are you expected to wear a suit and tie? If you are a woman, are you expected to wear a dress, a suit, or pants and a blouse? Would you be required to wear clean work pants and a work shirt, a nice pair of slacks and a sports shirt or would you work in a suit and tie? You can take your cue from what others wear on the job. As part of your preparation for your interview, you should investigate what clothing is appropriate. You can visit the establishment where you will be interviewing a few days before the interview. Look around, see how people working there are dressed. You could talk to someone who works there to find out if there is a dress code and what the company considers appropriate. Look at how people dress for similar jobs. Make a decision accordingly about what kind of clothing would give the best impression.

How appropriately you are dressed is important in making a good impression on an interviewer. Even more important, you must be clean and neat. You do not have to be expensively dressed. You do not have to have new clothes for an interview. But there is never an excuse for dirty clothes, dirty underwear, or a dirty body. You want to appear as professional as possible whatever the job is that you are applying for. You should be freshly showered before you go to your interview. Your clothes should be pressed. Your smile should be sparkling. Your breath should be pleasant. And your cologne, after-shave, or perfume should be light instead of overpowering.

Here is a checklist of things you should be aware of doing before and during your interview.

1. Before you go to an interview, you should take a bath or shower. Wash your hair. If you have a problem with dandruff, be sure to use a dandruff shampoo so there will not be any unsightly white flakes on your shoulders. Your hair should be neatly combed and neatly styled. Have your hair trimmed to a conservative length.

2. Check your clothing. Everything you wear should be clean and neatly pressed. If you look sloppy or disheveled, you

appear as if the interview is not important to you. Your shoes should be freshly polished and not badly in need of repair.

3. Use deodorant. Brush your teeth. If you smoke or have recently been eating spicy food, chew a breath freshener just before the interview.

4. Dress conservatively. Employers are wary of people who wear extreme clothing styles or extremely casual clothing to the interview. Women need to be careful not to wear skirts that are too short, extremely high heels, or too much makeup. Men need to be freshly shaved. If you wear a beard or moustache, be sure it is neatly trimmed. Some employers will not hire a man with facial hair. Find out ahead of time if there is a policy about beards and moustache. If you are really interested in the job and there is a dress code that includes no beards or moustache, you are going to have to sacrifice your facial hair to be considered for the job. If you don't get the job, you can always grow it back again. Avoid wearing clothing that puts the attention of the interviewer on what you are wearing instead of what you can do for the company.

5. Don't wear lots of jewelry. Keep your look simple and professional. Appropriate clothing for men to wear to an interview would be a blue, dark grey or brown suit, or neatly pressed slacks and a sports shirt. Wear black or brown shoes and dark socks. A plain or conservatively figured tie is best.

6. Women are advised to wear a dress, suit or pant suit that is not too casual. They should wear nylon stockings and shoes with a low to medium high heel.

7. No one should wear sunglasses into an interview. Sunglasses hide part of your face and reduce eye contact with the interviewer. Sunglasses make you appear that you are being evasive and it ruins any credibility of being honest and sincere. If you are wearing sunglasses when you arrive at the interview, be sure and take them off and put them away before you actually meet your interviewer.

8. Hats are for outside wear. If you wear one, be sure and remove it before you go into the interviewer's office.

9. Be sure that you get a good night's rest before you go for your interview. If you are well rested, you will look better an you will be able to answer questions more thoughtfully and intelligently. Eating a good breakfast will help you be alert, but be sure not to eat just before an interview. It will make you sleepy and lethargic. If you are ill on the day of the interview, it would be the best idea to call the interviewer and try to change the interview. You cannot make your best impression on the interviewer if you are sneezing and blowing your nose throughout the interview, and you certainly will not be able to do your most efficient thinking if you are not feeling well.

10. Everyone is at least a little nervous when they go for an interview for a job they really want. How do you act? Be as poised as possible. Be natural. Interviewers can spot

insincerity very quickly. You will make the best impression if you just be yourself - the you that is on your best behavior.

11. Use good posture throughout the interview. Stand up straight and walk into the interview as if you were proud of yourself. You should be. You have something to offer this employer or you shouldn't be at the interview at all. When the interviewer offers you a chair, sit up straight and don't slouch. Slumping or lounging in a chair indicates you don't care. Never sit down until the interviewer indicates a place for you to sit. By sitting slightly forward and leaning a little toward the interviewer you appear to be very interested in what is being said. Listen carefully when the interviewer talks to you and concentrate on what he or she is saying to you. If you let your mind wander, you may miss part of the question or important information about the company. If you ask the interviewer a question that already has been answered because you were woolgathering, you don't appear to be interested in the job or the interviewer. Try not to be too tense or too relaxed.

12. Be in control of yourself and the situation. Don't try to take over the interview by doing all the talking. Don't get too flustered by a difficult question. You can pause for a minute to collect your thoughts and organize your ideas before you answer. Remember to be polite. It is not helpful to offend or anger the interviewer. If you do not like company policy in some area, this is not the time to air your grievance. Do not show any intolerance or prejudice. Keep your emotions under

control. If you come to the interview with an overly aggressive or belligerent attitude, you will undoubtedly make an impression on the employer, but it will be the wrong one.

13. Never smoke or chew gum during an interview. Spit the gum out before you even enter the building where you are having the interview. If the interviewer has an ashtray on his desk and even if you are invited to smoke, don't do it. You will not be in the interview that long and smoking does not make a good impression.

Remember that all interviewing skills are based on two skills that you should already have. One is to be polite and the other is to be sensible. You should already be consistently putting these skills to use all the time. If you make these skills a habit, they will serve you well, not only at an interview but after you get the job.

Take out the worksheet labeled Appearance Checklist and a pen or pencil. (Pause) Complete each sentence using one or two words.

Question #1. For a job interview, your hair should be (pause) and (pause).

Question #2. Before an interview, you should (pause) your teeth.

Question #3. It is important that you have (pause) breath at an interview.

Question #4. Before an interview, take a bath or shower and use (pause).

Question #5. Make sure your hands and face are (pause).

Question #6. Remember to neatly (pause) your fingernails.

Question #7. Your clothing should (pause) and neatly (pause).

Question #8. Your shoes should be well (pause) and not in need of (pause).

Question #9 Check your posture, don't (pause).

Question #10. At the interview, you should act (pause) and (pause).

Now check your answers from the script with the correct answers.

(Music)

Unit E, Lesson 2, Tape 2
Name ____________________

Appearance Checklist

Directions: Complete each sentence using one or two words.

1. For a job interview, your hair should be __________ and _____________.

2. Before an interview, you should ________ your teeth.

3. It is important that you have ___________ breath at an interview.

4. Before an interview, take a bath or shower and use __________.

5. Make sure your hands and face are _______________.

6. Remember to neatly _______________ your fingernails.

7. Your clothing should be __________and neatly __________.

8. Your shoes should be well ___________ and not in need of repair _________.

9. Check your posture, don't ______________.

10. At the interview, you should act ________________ and ________________.

Unit E, Lesson 2, Tape 2
Name____________________

Appearance Checklist

Directions: Select the best answer and circle it.

1. For a job interview, your hair should be
   a. neat and clean
   b. done in the latest punk style
   c. naturally greasy.

2. Before an interview, you should
   a. chew gum to clean your teeth
   b. brush your teeth
   c. paint your teeth

3. Before an interview, take a bath or shower and use
   a. air freshener
   b. heavy perfume
   c. deodorant

4. It is important to have
   a. fresh breath
   b. garlic breath
   c. no breath at an interview

5. Make sure your hands and face are
   a. clean
   b. attached
   c. dirty

6. Remember to neatly
   a. cut your fingernails
   b. sharpen your fingernails
   c. paint your fingernails

7. Your clothing should be
   a. clean and neatly pressed
   b. drab and ugly
   c. ready to be washed

8. Check your posture, don't
   a. slump
   b. stand on your head
   c. stand tall

9. At the interview, you should act
   a. natural and friendly
   b. nervous and jumpy
   c. mad and threatening

Some of these choices may have been amusing and we had a little fun. But the point is, think and use your common sense when getting ready for an interview. Put yourself in the employer's place and picture the applicant you would hire.

Unit E, Lesson 2, Tape 3
Job Interview Techniques
"Appearance Review"

Topic:	Reinforce criteria for proper job interview appearance.
Objective:	Students will be able to identify correct apparel for a job interview.
Activities:	Quiz
Materials:	True/False Quiz "What Do I Wear?" worksheet Homework worksheet

This is Unit E, Lesson 2, Tape number 3 in the series JOB INTERVIEW TECHNIQUES. This tape is entitled APPEARANCE REVIEW. These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

At the last meeting of the class, you learned the important parts for a professional appearance at a job interview. Put away any notes and checklists from the last meeting. Your kit includes a short true/false quiz. Take out the quiz and a pen or pencil. (Pause) The questions are included on the tape. As you listen, follow along on the quiz. Put a "T" for true or an "F" for false in the blank in front of each question. Read the questions to yourself while I read them aloud; respond immediately. (Read quiz)

How well did you remember the material on appearance at an interview? Check your answers with the answers that follow.

Question #1. Women can wear very high heels to a job interview. The answer to this question is false. Never wear any kind of extreme clothing to a job interview. A better choice for a woman would be low or medium height heels.

Question #2. It is acceptable to wear a T-shirt to an interview. The answer to this questions is false. Even if the T-shirt is clean, it is not appropriate for an interview. A T-shirt is too casual for a job interview. By wearing very casual clothing, you are indicating to the interviewer that you do not take the interview or the job seriously.

Question #3. Smoking is all right at an interview if the interviewer is smoking, and he offers to let you smoke. Never smoke at an interview. It leaves a bad impression. The answer to question number 3 is false.

Questions #4. It is always necessary to wear a suit to an interview. The answer to this question is false. Sometimes a suit is appropriate. At other times slacks and a sport shirt are appropriate. It depends on the job you are interviewing for and the company dress code.

Question #5. Before the interview, it is a good idea to do some research on what people wear at the job you are interviewing for. True. If you visit the company before the interview, talk to someone in personnel about company dress code or consult with an employee of the company, you can find out what type of clothing would be appropriate to make the best impression.

Question #6. You should wear heavy cologne or perfume to an interview so that the interviewer will remember you. The answer to this question is false. Anything with a strong scent can be very irritating to people. If you are going to use cologne or perfume, make sure the fragrance is light.

Question #7. How much jewelry you wear to an interview is not important. This is false. Always dress conservatively to an interview. Dangling bracelets or long dangling earrings are not professional. Wear a minimum of jewelry and make sure it is not gaudy.

Question #8. If you are sick, try to arrange for another interview time. The answer to this question is true. Never cancel an interview appointment unless it is an emergency. But if you are really sick, you will not be able to think clearly.

You cannot make the best impression on an interviewer if you are truly not feeling well.

Question #9. It is important to get a good night's rest before an interview. The answer to this question is true. If you are well rested, you will be able to answer clearly and concisely. You will look better and feel better if you have had plenty of sleep.

Question #10. Listening skills are extremely important during an interview. True. A good listener appears intelligent and sincerely interested in what the interviewer is saying. Good listening skills will help you realize the needs of the organization you hope to work for so you can portray your qualifications that apply to those needs. By listening carefully, you will not make the mistake of asking questions that the interviewer has already answered.

The type of clothing that you wear at a job interview depends on the responsibilities of the job. Take out the sheet labeled "What Do I Wear?" On this sheet there are seven different jobs listed. What do you think should be appropriate wear for an interview for any of these jobs? Should you wear a suit? If so, put an "S" next to that job interview. Should you wear clean and neatly pressed work clothes? If you feel you should wear work clothes to any of the job interviews, put a "W" next to the appropriate ones. How about a uniform? Some jobs seem to require uniforms. Are there any job interviews in the list that you would go to in a uniform? If so, put a "U" next to those. Finally, some job interviews might go better if you wore a sports shirt and pants or a dress. Do you feel any of the interviews on the list are one of these? If so, put a "P" next to those.

Now, read the list to yourself, while I read it aloud. Mark the type of clothing you would wear to that type of interview. Remember, "S" for suit, "W" for work clothes, "U" for uniform, and "P" for sports clothes. (Read Handout)

1. What did you think you should wear for a job interview as a bank teller? Your answer should be "S" for suit. Banks expect their employees to be formally dressed.

2. "W" would be a good answer for the job as assembler in a factory, but "P" would also be a correct answer.

3. Waiters or waitresses is dependent on the formality of the restaurant. For a very exclusive restaurant, "S" for suit is the correct answer. For most restaurants, "P" for pants and sport shirt or a part's suit is correct. Even if the waiters or waitresses wear uniforms "U" is not the correct answer. Never wear a uniform to a job interview.

4. When interviewing for a job as secretary at a lawyer's office, "S" for suit would be appropriate. Most lawyers expect their employees to be dressed quite formally.

5. "W" or "P" would be the correct answer to appropriate clothing for an interview for a job as a mechanic.

6. A stocker at a grocery store usually wears a sport shirt and slacks. Women often wear pants and a blouse. "P" would be the correct answer.

7. Receptionists at a medical clinic are frequently required to wear white uniforms. However, it is not correct to wear a uniform to a job interview. Instead "P" would be the best answer.

How well can you judge appropriate clothing for a job interview? Remember that how you look when you arrive at an interview may make the difference between getting a job and being dismissed as the wrong kind of person for the job.

Think about the problem of employee appearance from the vantage point of the employer. Does the way employees dress say anything about a company to the public? How does dress affect the way an employee feels about his or her work? Take out the worksheet labeled "Dress Code." Assume that you own a company. Would you require a dress code?

Answer the following questions.

Question #1. What kind of company would you have? (Pause)

Question #1. What would you expect your employees to wear to work? (Pause) Why? (Pause)

The image of a company is partially expressed by the way the company employees dress. When you go to an interview, dress accordingly. (Music)

Unit A, Lesson 2, Tape 3
Name ____________________

Appearance at an Interview

Directions: Place the appropriate answer (true or false) in the blanks provided.

__________1. Women can wear very high heels to a job interview.

__________2. It is acceptable to wear a T-shirt to an interview.

__________3. Smoking is all right at an interview if the interviewer is smoking and he offers to let you smoke.

__________4. It is always necessary to wear a suit to an interview.

__________5. Before an interview, it is a good idea to do some research on what people wear at the job you are interviewing for.

__________6. You should wear heavy cologne or perfume to an interview so the interviewer will remember you.

__________7. How much jewelry you wear to an interview is not important.

__________8. If you are sick, try to arrange for another interview time.

__________9. It is important to get a good night's rest before an interview.

_________10. Listening skills are extremely important during an interview.

Unit A, Lesson 2, Tape 3
Name ____________________

What do I Wear?

What clothing would be appropriate to wear to an interview for the following jobs? Fill in each blank with S, W, U, or P.

___ a. bank teller
___ b. assembler in a factory
___ c. waitress or waiter
___ d. secretary in a lawyer's office
___ e. mechanic
___ f. stocker at a grocery store
___ g. receptionist at a medical clinic where everyone is required to wear white uniforms

S - Suit
W - Work Clothes
U - Uniform
P - Pants and sports shirt, pants suit, for women

Unit A, Lesson 2, Tape 3
Name ____________________

Dress Code
Appearance II

Assume that you own a company. Would you require a dress code?

Answer the following questions.

1. What kind of company would you have?

2. What would you expect your employees to wear to work? Why?

3. If you were interviewing a job applicant for your company, would you be impressed with how they looked at the interview? Why?

Unit E, Lesson 3, Tape 4
Job Interview Techniques
"Good Interviewing Manners"

Topic: The importance of using good manners and good sense during the interview.

Objective: Students will be able to identify acceptable personal actions during an interview.

This is Unit E, Lesson 3, Tape 4 in the series entitled JOB INTERVIEWING TECHNIQUES. These materials have been developed as part of the project "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education", offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 to July, 1983.

15. Tell about a difficult problem you have had and how you solved it. (This problem does not have to be job related).

16. What do you consider your greatest failure? What did you learn from it?

17. What kind of work don't you like to do?

This tape is entitled "Good Interviewing Manners." Interviewers are more influenced by an unfavorable impression than a favorable impression of you. The earlier an interviewer gets an unfavorable impression of you, the harder it will be for you to overcome that unfavorable impression. Remember that interviewers make their decision about how well they think you would fit into their company within the first four minutes after meeting you. You need to do everything you can to convince the interviewer that you are exactly the person that they would like to have working for them. Good manners and a sensible, mature approach during your interview will go a long way to convince the interviewer that you are exactly the person their company is looking for.

There are a number of ways that you can convince the interviewer of your maturity through good manners. These include: #1. Being on time to the interview. As a matter of fact, it is a good idea to be there about 10 to 15 minutes before the interview starts. If you arrive much earlier than that, you are likely to make yourself more and more nervous as you sit and wait. You may lose your composure or your self-confidence.

#2. After you come into the room where you are going to be having the interview, you need to have a chance to sit down and relax for a minute. You can ask the receptionist where the restroom is. Comb your hair. Straighten your tie. If you are a woman, make sure that your slip or bra strap doesn't show. Give yourself an overall look in the mirror and assure yourself that you are all ready to go to this interview and make a good first impression.

#3. Don't bring your friends along to bolster your courage. If a friend comes with you to an interview, have them wait outside the building. If you take someone else with you to an interview, it shows that you are not grown-up enough to depend on yourself. You are showing the interviewer that you need extra support from someone else. The interviewer does not want to talk to your friends. The interviewer is only interested in you. You need to show that you can handle the job you want without outside help. No one else is going to be with you if you actually get the job. Only children need to be accompanied and have their hands held. The employer is offering the job to an adult, show that you are old enough to do things on your own.

#4. Be on your best behavior from the moment that you walk in the door. Be polite to the receptionist. Speak clearly and loudly enough to be understood. Let her know who you are and why you are there. Find out where you are supposed to meet the interviewer and how to pronounce the interviewer's name. Sometimes receptionists act as the initial contact in the interviewing process. She may be the one who decides who are the appropriate applicants to actually see the interviewer. You need to make a good impression on the receptionist or the interviewer's secretary. The interviewer may ask their impression of you after you leave. Perhaps you will have to work with these people and the interviewer may value their impression of you as well as the impression you made during the actual interview. It is best to be friendly, but not overly friendly. Remember, this is a business interview. Conduct yourself at all times in a professional way with all the employees that you meet.

#5. Take a look around you. Get some idea of the way an employer treats employees. Try to pick up signals about the employer from the way the office is decorated. You can draw some conclusions about the interviewer from the kind of atmosphere that he or she works in. You can also see whether this would be a pleasant place to work or would your surroundings make you uncomfortable.

#6. If you have to take a test or fill out an application blank, you will probably have to do that before you actually talk to the interviewer. Come prepared with a pen, an extra copy of your resume, your social security number, the names and addresses and telephone numbers of any references that you are going to provide, and any special certificates that you would be required to hold if you were to be given the job.

#7. A test of application form may be one of the things that the interviewer will use to make a decision about whether you can handle the job you are applying for. Listen carefully when directions are being given on how to fill out the application form or what you are to do during the test. Politely ask the person in charge to explain anything you don't understand. If you cannot follow directions well enough to fill out an application blank correctly or to take the test properly, why should the interviewer think that you will be any more careful about following directions if you get the job? Don't try to get help from other job applicants. Ask the person in charge. They are the one's who know the proper procedure. They are there to help you.

#8. Don't get angry if you disagree with some of the information which you are asked for on the application form. Interviewers sometimes look to see how well and how completely an application is filled out. They want to know how well you follow directions. An interviewer may look to see if everything that he or she needs to know is available. There is a reason why the tests are being given and the information on the application blank is included. If you cannot follow directions on an application form, how can you be expected to follow directions on a job?

#9. When you meet the interviewer, smile and be friendly. Stand up straight and look as if you have pride in yourself. A man should not extend his hand to the interviewer unless the interviewer offers his hand. A woman should offer to shake hands first. Use a firm handshake but don't try to impress the interviewer with the strength of your grip. Speak clearly and loudly enough so that you can be understood. Use correct English. How you speak is more applicable for work in an office or with the public than for factory work but good speaking skills always make a good impression.

#10. Look at the interviewer as much as possible. Keep good eye contact. Think about what the interviewer is saying. Concentrate on what he or she is talking about. If you cannot concentrate on what he is saying, the interviewer is not going to think you are very interested in the job. Sit up straight in your chair with your feet on the floor. Lean a little forward. It gives the impression that you are interested in what is being said. Be comfortable, but don't slouch.

#11. Use good listening skills. Don't interrupt the interviewer. Listen carefully to all that the interviewer has to say. Answer the questions as fully and honestly as you can. Always elaborate as completely as possible without rambling. A simple yes or no to a question does not give the interviewer much to go on. The interviewer is trying to find out as much information about you as possible. If you don't give him or her any information, there is nothing on which to base a decision on how well you could do the job.

#12. If you have things on the application that need to be explained, do it right away. Don't bring up personal, family, or money problems. They will not influence how well you can perform the job. Companies are not giving out jobs as charity. They are looking for someone who can perform the job the most effectively. Don't try to make the interviewer feel sorry for you. He is not going to give you the job because you need money and times are rough. Many people are having the same problem. You need to be hired because you are the best person for the job.

#13. Don't try to be too friendly with the interviewer. People who act flip and overly friendly instead of putting the interview on a professional basis ruin their credibility. This is not a social get-together. Be sure that you know how to pronounce the interviewer's name and use it. Listen for the cue as to how the interviewer wants to be addressed when you are introduced. When interviewed by a woman, find out whether she wants to be addressed as Miss, Mrs., or Ms. Ms. is always correct. It is never proper for an interviewee to call an interviewer by their first name.

Remember that your last impression is as important as your first impression. Try to summarize what you have said in a concise closing statement rather than just saying good-bye. Remember to thank the interviewer for his or her time and interest. Let the interviewer know that you would be interested in the job and why you would be well suited to the job that you are interviewing for. Be polite. When the interviewer indicates that the interview is over, don't try to prolong it. Shake hands and walk out of the interviewer's office, standing as straight and tall as when you entered.

It is polite to send the interviewer a brief thank you note after you leave the interview. Thank him or her, the interviewer, and express your continued interest in the job.

Unit E, Lesson 4, Tape 5
Job Interviewing Techniques

Topic:	The Different interview types--this includes:
	Fact Finding Approach--integration strategy
	You're the Customer--hard sell strategy
	Do It Yourself--unstructured
	I'm Too Busy--incomplete
Objective:	The student will be familiar with typical job interview types and will identify four types of interviews.
Activity:	Students will identify types of interviews from situations presented in the lesson.

This is Unit E, Lesson 4, Tape 5 in the series entitled JOB INTERVIEWING TECHNIQUES. These materials have been developed as part of the project "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 to July, 1983.

Every interview that you go to will be different. This is partly because companies have a variety of interviewing policies. Large companies may have employees who spend much of their time interviewing job applicants. Small companies only interview as openings become available. They may use a set of questions prepared by the company. Interviewers for small companies usually do not have much experience in interviewing. They may not ask the questions that show you in the best light.

By being prepared for an interview and being able to identify the most common types of interviews, you will have the best chance of representing yourself in the most effective light.

All interviews are unique because individual interviewers have different personalities and interviewing techniques. Here are some approaches that are frequently used by interviewers.

The first is the Fact Finding Approach. The interviewer makes no attempt to make you feel comfortable. Instead he or she scrutinizes your application blank and then rattles off a series of pointed questions about your background, your motives and your previous experience. This interrogation approach may make you feel uncomfortable. When the interview is over, you may discover that you have not had the opportunity to show the interviewer how well you are qualified for the job.

The usual response to the Fact Finding Approach is the interviewee feels as if they are on trial. Since there is not rapport established, you continue to try to answer the rapid-fire questions with no idea if there is a purpose to them. You start to feel more and more nervous and your answers sound defensive or belligerent. This causes an unfavorable impression on the interviewer.

A better strategy to this approach is to answer the questions with comprehensive statements of facts, examples and specific accomplishments. Don't give one word or single sentence answers to any of the questions. Try to give as much information about yourself and your ability to do the specific job as well as you possibly can.

The second technique interviewers use is called You're the Customer. After looking at your resume, the interviewer begins the interview by telling you about the job and the company. Being interested in the company, he or she lapses into a sales talk about the company rather than turning the conversation to your qualifications.

This is a frustrating approach from your point of view. The interviewer may be enthusiastic about selling the company to you, but you leave the interview not knowing if the interviewer knows anything about you and your qualifications.

One way to handle this type of "hard sell approach" is to listen to the interviewer, keeping in mind the points being made. Use questions to guide the interviewer's remarks to areas of interest to you. The interviewer may have given the sales talk to determine your interest in the organization or to inform you of the overall conditions that you would be working in.

By trying to understand the company's needs, you can show how your aptitudes, experience and interests could satisfy these needs. Concentrate on those qualifications that fulfill the needs of the employer rather than your whole resume. In this way, you can show the interviewer how well you can fulfill the needs of the company by hiring you.

A third approach to interviewing seems like no approach at all. We could call it the Do It Yourself approach. The interviewer may open the conversation with an open ended question like "Tell me about yourself" or "What questions do you have about the job or company?" The interviewer is putting the responsibility on your shoulders. You will decide what and how much information is covered in the interview.

Because you are given so little direction by the interviewer, you are likely to give a disorganized account of your experience and qualifications. If you have not prepared yourself well before the interview, you will leave being unsure of the responsibilities of the job and the interviewer will have only a sketchy idea of your qualifications.

The best approach to an unstructured interview is to start with questions aimed at getting the interviewer to tell you about the company and the job you are interested in. Try and tie each response to your next question. Keep the information about the company organized in your mind. Use the major points brought out by the interviewer to sell your own qualifications for the job.

The last approach we will cover occurs when the interviewer is pressed for time. This may occur when the interviewer is busy or distracted or when there are a great number of people to be interviewed for the job.

A scenario for this kind of interview might be like this. You enter the interviewer's office and are asked to have a seat. As the interviewer is reviewing your application blank, the phone rings and the interviewer concludes the call by saying that he will bring the material to the other office as soon as possible. After responding to one or two short questions, a secretary interrupts to say that Mr. Brown is waiting in the outer office and needs to see the interviewer immediatley. The interviewer excuses himself and when he returns, you try to remember where you were. After another short question, the interviewer concludes the interview and ushers you out, saying "I'll let you know if you are hired."

Or perhaps the interviewer reads your resume, asks one or two rudimentary questions and concludes the interview. You leave feeling you were not given a chance to show your qualifications for the job.

Sometimes an interview goes quickly because when the interviewer saw you or your resume, he or she decided you were not right for the job. If that is the case, there is not much you can do about the situation. However, if the interview is soon over because the interviewer is busy or is not sure what questions to ask, you can have a hand in improving your chances.

Try to determine if the interviewer is genuinely pressed for time. If so, politely try to reschedule the interview at a more convenient time. If you feel that the interviewer is inexperienced or unsure what to ask, be assertive in a pleasant way. Ask good questions, and give as much information about your experience with pertinent examples based on the information you can get from the interviewer. By handling the situation in a mature and competent manner, you may have a more positive impression on the interviewer than others applying for the job.

Situation 1

Good morning. I see by your application that you have never worked in a newspaper office before. What makes you think you are qualified to do so? (pause) Have you ever dealt with the public before? (pause) Do you intend on finishing high school? (pause) What sort of grades did you get in English? (pause) Can I call the school to verify that? (pause) Why did you leave your last job? (pause) This job requires some overtime, do you have any conflicts with working several hours over on short notice? (pause) Do you have a car? (pause) Have you ever done any photography? Well thank you very much, I will get back to you within the next few days.

Did you find it disconcerting not to know where you stood in the interview? Did your temper start to get away from you? Remember the interviewer may be trying to find out how you act under pressure, so don't get angry.

Situation 2

Good morning. Let me tell you about our paper. While it's not large, we have been growing steadily. Our circulation is over 25,000 this year and we expect up to 28,000 by next year. Our personnel is very hard working and we expect them to put in a number of overtime hours, but we pay them well for their work. The working conditions are good and we have fairly modern equipment. We just got a computer last month to help in typesetting. Can you work a computer? (pause) I'm sure you'll find working here interesting--something different going on every day, and if you work hard, you can expect to move up the ladder. Do you have any questions?

What would you say to the interviewer? By the end of the interview, he really doesn't know much about you, does he? What are three or four important points about yourself that he should know? How can you make him remember you?

Situation 3

Good morning. Would you like a cup of coffee? Well, is there anything you'd like to know about the paper? I'm sorry, I really don't have very much time this morning to talk. One of the presses broke down and I'm trying to get hold of the repair company. What was your name again? Oh, right. Well, the ad pretty well explained the job, do you think you could handle it? (pause) Well, I don't know when I can get back to you, it all depends on how soon we get this press fixed.

How would you handle this interview? Do you feel you were given a fair chance at the job? Why not ask him for another interview after the press is fixed and when he could give you his full attention.

Remember he may be trying to find out about you by acting in a certain way. Your job is to present the best possible picture of yourself. Not every interview will end in a job, but if you practice your interviewing techniques and be prepared for these situations, you may find job hunting easier.

Unit E, Lesson 6, Tape 7
Job Interviewing Techniques
Answering Questions

Topic: Students are presented with frequent questions interviewers ask. Some problem questions are discussed.

Objectives: The student will be familiar with the types of questions frequently asked at job interviews. The student will be aware of problem situations that may arise during an interview. The student will analyze his/her strengths and weaknesses. The student will identify his/her career goals.

Activity: Complete questionnaire

Materials: Handout--Frequently Asked Questions (from Blue Book), Questionnaire

This is Unit E, Lesson 6, Tape 7 in the series JOB INTERVIEWING TECHNIQUES. These materials have been developed as part of the project "Working at Student Time-Saving in Education, an Innovative Delivery System in Vocational Education, offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education, July, 1982 - July, 1983.

Questions are the heart of the interviewing process. Employers want to know as much as possible about you. They are trying to find out how well you would perform on the job if you were hired. Most interviewers will ask questions about your job qualifications. Some of the questions will be fairly straight forward. The interviewer may ask what jobs you have done and what skills you have learned. You can answer specifically, "I have learned to use a copy machine. I learned to take orders over the phone. I found out I work well with other employees. I learned to follow directions quickly and accurately."

Interviewers may also ask questions that you are uncomfortable answering. When you are put on the spot, you may feel that you cannot answer the questions without considerable thought or you may not be able to answer the questions at all. Either way, you are not going to make a favorable impression. The interviewer may purposely be giving you difficult questions to see how well you handle stress. Here are some examples of questions that you may have problems with. Why do you want to work for this company instead of one of its competitors? Have you ever been fired? How much do you think you are worth? What did you like least about your last employer?

Because the way you answer questions during an interview may make the difference between getting a job and not being hired, it is vitally important to prepare yourself for the interview for the kind of questions you will be asked. By knowing yourself and by practicing the skills needed in answering difficult questions, you may be able to use poise and self-assurance to turn a potentially disastrous situation to your advantage.

The first step in answering interview questions well is preparation. Before you go to an interview, do some research about the company and the job. By knowing specific qualities that are essential for a job, you can show that you have these qualities during the interview. If you have found out from other employees that this is a good company to work for, tell the interviewer so. If you went to the library to find out information about the company, say so. By showing that you cared enough to do some research about the company, you show a sincere interest in the job.

In answering an interviewer's questions, focus your answer on positive information about yourself. If you don't tell the interviewer why you should be hired, no one else is going to give him that information. You can be self-assured without being a braggart or appearing conceited. Handle yourself in a professional manner. Back up your claims by using examples and statistics. However, never stretch the truth or use outright lies.

Interviewers are looking for accurate information about you. If you lie on the application blank or during your interview, you could be in serious trouble. If your lies are discovered after you are hired, it is grounds for immediate dismissal even if you are performing the job successfully. By lying, you may get a job you are not really prepared to do adequately or that you may be unhappy in. Either way, you will end up looking for another job without a good recommendation from your employer. This does not mean that you have to be brutally honest. If the interviewer says, "How are you?", you don't need to go into a long list of ailments. An interview is not the place to air all your self doubts and anxieties. It is not the time to complain about previous employers or teachers. It is not unethical to focus on your strengths rather than your weaknesses. Do try to make a favorable, truthful impression.

If you have a serious problem that needs to be discussed, bring it up early in the interview. If you have been arrested or have had a problem with drugs, employers can check your record. If you have not graduated from high school, don't try to falsify this information because you think high school graduation is mandatory to be hired. Try to use difficulties like these to your advantage. If you have been in serious trouble, emphasize that you have learned your lesson. Show what you have done that indicates that you are mature and responsible.

Take the example of Pete. He is applying for a job with a construction company. He is a well qualified carpenter. The interviewer asks him if he has ever been arrested. Once, many years ago, Pete was arrested for stealing a car, but he was not convicted. Pete is not required to admit having been arrested. Instead he should answer the question in a polite way by saying that he has never been convicted of a crime. Since he was never convicted of a crime, he is not required to give out the information that he was once arrested.

If you know that a former employer will not give you a good reference, it's a good idea to let the interviewer know that. Explain why you were not suited for the job rather than blaming the employer. Suggest that some of your other references and former employers may have much better things to say about you.

If you are lacking in portions of formal education or if you are deficient or weak in particular academic areas, don't try to hide it. For example, if you are poor at writing and spelling, the fact that you are willing to admit it shows that you are aware of your problems and are likely to work upon improvement. If you intend to get more education, that's a good selling point.

If you have a handicap of any kind that may affect your performance on the job, be sure to mention it to the interviewer. Be careful not to undervalue your capabilities. After all, you wouldn't be interviewing for the position if you didn't think you could do it, would you? Actually, because of affirmative action, it may be very much to your advantage to disclose any handicaps you may have.

Even if the paycheck is one of your uppermost concerns at the present, when asked, you should not appear to be overly interested in money. Be modest, explaining that pay is not the most important consideration. More important in the long run is the amount of opportunity that a job offers. Show that you are ambitious and expect to earn and receive promotions, but as a starting pay, you would be satisfied with a comparatively modest salary.

Employers are most concerned with the answers to problem questions as insights into your future behavior on the job. The best way to handle difficult questions is to follow four rules:

1. Be honest and sincere.
2. Make your present attitudes and future goals clear to the interviewer.
3. Give examples of your successes.
4. Try to turn negatives into positives. Remember, an interviewer may be asking difficult questions to see how well you can handle pressure.

Whenever you answer an interviewer's questions, try to avoid ambiguous language. If you start a sentence with statements like, "I guess", "I think", "Pretty good", or "I feel", you are lowering your credibility. It is better to speak in short, simple sentences, using active verbs. Make your answers statements of facts rather than wishy-washy half answers.

The best way to handle questions at an interview is to analyze your own strengths and weaknesses and then practice answering a variety of questions. Your assignment to be completed before the next class meeting is to fill out the questionnaire included with this lesson. Be as honest and as complete as possible. Take out the questionnaire included with your kit. (Pause)

This questionnaire should be filled out as completely as possible. Complete the questionnaire. (Music)

Unit A, Lesson 6, Tape 7
Name ____________________

Questionnaire

Directions: These are typical questions that an interviewer might ask. Imagine you are interviewing for the job you are presently working at. Your homework assignment is to fill out all the blanks as completely as you can. Make the answers applicable to your present job.

1. Describe yourself.
2. Why should I hire you?
3. Why do you want this job?
4. What are your strengths?
5. What are your weaknesses?
6. What would you like to be doing in 10 years and what do you think your salary will be?
7. How would your favorite teacher describe you?
8. How would your least favorite teacher describe you?
9. How do you plan to achieve your career expectations?
10. How would you describe someone who is successful?
11. What subject in high school have you enjoyed? What subject did you like the least? Why?
12. Why did you pick this career?
13. Describe a supervisor you would enjoy working for.
14. If you were hired for this job, what part of it would you most enjoy?

Unit E, Lesson 7, Tape 8
Job Interviewing Techniques
Do's and Don'ts of Job Interviewing

Topic: Guidelines for a successful interview

Objective: The students will have a working knowledge of the conventions, practices and demeanor associated with the job interviewing process

Materials: Job Interview Guidelines

This is Unit E, Lesson 7, Tape 8 in a series entitled Job Interviewing Techniques. This lesson is entitled "Do's and Don'ts of Job Interviewing." These materials have been developed as part of the project "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education, July, 1982-July, 1983.

Think back to the things you have learned so far in this unit. A job interview enables the employer to single out the person he or she feels is the most qualified for a certain job. For each job opening, an employer may interview many different people with a wide variety of qualifications. Ultimately, the job interview decides who does and doesn't get the job. An employer may interview all the job applicants during an initial interviewing sequence. The least qualified applicants are weeded out and a few applicants are asked back for a second interview in more depth.

Interviewing skills are so important because of the emphasis most employers place on the interviewing procedure. Most employment decisions are fairly subjective. An employer can't possibly know how well an applicant will perform on the job until the person is hired. The interviewer tries to take the information from an applicant's application form and the impression of the applicant's qualifications at the interview. While each interview will be unique, there are some guidelines you can follow. These are some tips given by experts who have had a great deal of interviewing experience. Some of these techniques you have heard before. They are repeated because of their importance.

1. Dress in appropriate clothing. Leave your flashy clothing at home in the closet and wear something conservative. Be neat and clean. Come with pleasant and polite manners and an enthusiastic attitude.

2. Remember you are selling a quality product--yourself. Conduct yourself at an interview with self-pride. Use poise and good posture. Sit and stand tall. Have confidence in yourself. Don't slouch, chew gum, fidget or smoke.

3. Shake hands firmly. Look the person in the eye. Concentrate on what the interviewer is saying and be sincerely interested. Project a professional attitude and be willing to be assertive without being aggressive.

4. Let the interviewer lead the conversation. Answer questions thoroughly, honestly and to the point. Know enough about yourself before the interview so that you can answer the interviewer's questions quickly and concisely. If you do not understand the question, ask for clarification.

5. Have a definite job objective in mind. Never tell the interviewer you can do everything. It is not true. By assessing the needs of the company and the job, illustrate your qualifications tailored to that particular job.

6. Pay attention to your voice. Speak clearly and audibly. Make your voice reflect confidence and self-assurance.

7. Use proper English. Avoid slang or street language. Improper grammar and obscene or irreverent language is never appropriate at an interview.

8. Find out the interviewer's name and use it. Be sure you pronounce it properly. Use whatever title the interviewer prefers. If you are in doubt, Mr. and Ms. are correct. Never call an interviewer by a first name.

9. Go to an interview alone. There are not exceptions to this rule. If someone must come with you, have them meet you somewhere other than where the interview is being held after it is over. You are an adult--act like one.

10. Be sure the interviewer is clear about what you can offer the company. Don't brag or be belligerent, but don't be overly modest, either. Don't expect the interviewer to talk you into taking the job. Remember, too much emphasis on "what can the company do for me" can ruin your chances.

11. Be enthusiastic, alert and interested in the job and the company. Do your share to contribute to the conversation. Be personable and self-assured.

12. Don't be afraid to admit you don't know something if you are asked. You don't need to set yourself up as the ultimate authority on this particular job. No one is impressed with a know-it-all. Do emphasize how other experiences you have had illustrate how you could learn an unfamiliar skill or handle a new situation.

13. Don't be critical of former employers, co-workers or teachers. This will reflect more on you than on them. A job applicant who could not get along with people at his former job is not likely to have the interpersonal skills to get along with employees elsewhere.

14. Don't expect to be hired because you have personal or financial problems. An employer is not running a charity institution. Convince the employer you are the best

qualified candidate for the job, not the one who needs the job the most.

15. Watch your timing in asking questions about salary, benefits, sick leave and vacation time. Employers expect you to be interested in these things but they should not be the overriding reason for applying for a job. A worker who is only putting in his or her time for the money and the fringe benefits is not going to be as effective as a worker who loves his job.

16. Be prepared to ask questions about the job. Interviewers expect you to have specific questions. A job applicant who has no questions about the job or the company does not appear to be genuinely interested. Often what you ask will make a difference in the interviewer's opinion of you. Well prepared questions show a sincere interest in the company and the position.

17. At the end of the interview, you should be given some indication as to when a hiring decision will be made. You can ask directly, "When will you be making a decision?" If you feel that it is too blunt, you might ask. "Can I call you back in a few days to find out the status of my application?"

18. The interviewer always decides when the interview is over. Don't try to prolong an interview that is obviously over. End your part of the interview with courtesy. Thank the interviewer for his or her time and reiterate your interest

in the job. If you are told you will not be hired for the job, politely find out why so you will not make the same mistake again.

19. Come to the interview with everything you might need. This includes your social security number, the names and addresses of former employers and references, certificates and licenses you need. It is a good idea to have an extra copy of your resume.

20. Relax, be natural, be yourself.

Take out the worksheet labeled Do's and Don'ts of Job Interviewing and a pen or pencil. Fill in each blank as the question is read.

Unit E, Lesson 7, Tape 8
Name____________________

Do's and Don'ts of Job Interviewing

1. Dress __________________________.
2. Be a super salesman of yourself. Be __________________ and __________________.
3. Project a professional __________________.
4. Let the ____________ lead the interview.
5. Have job ______________ in mind.
6. Pay attention to your voice; speak ________________ and ___________.
7. Use ____________________ English.
8. Use the interviewer's ____________________ correctly.
9. Go to the interview ____________________.
10. Be clear about what you can ________________ the company.
11. Be ________________, alert and interested.
12. Admit you don't know something if you are _________________.
13. Don't __________________ former employers, teachers, or co-workers.
14. Don't bring up _____________________ or ____________________ problems.
15. Watch your timing and approach to questions about ________________ and ________________.
16. Be prepared to ask questions about the ________________ and ________________.
17. Find out when a ___________________ decision will be made.

18. End your part of the interview _______________________________.

19. Come __________________ with anything you may need.

20. _________________________, be natural, be yourself.

Here is the complete correct list. Correct your answers if you made any mistakes.

1. Dress appropriately.
2. Be a super salesman of yourself. Be poised and self-assured.
3. Project a professional attitude.
4. Let the interviewer lead the interview.
5. Have job objectives in mind.
6. Pay attention to your voice; speak clearly and audibly.
7. Use proper English.
8. Use the interviewer's name correctly.
9. Go to the interview alone.
10. Be clear about what you can offer the company.
11. Be enthusiastic, alert and interested.
12. Admit you don't know something if you are asked.
13. Don't criticize former employers, teachers or co-workers.
14. Don't bring up personal or financial problems.
15. Watch your timing and approach to questions about salary and benefits.
16. Be prepared to ask questions about the company and the job.
17. Find out when a hiring decision will be made.
18. End your part of the interview politely.
19. Come prepared with anything you may need.
20. Relax, be natural, be yourself.

Unit E, Lesson 8, Tape 9
Job Interview Techniques
Evaluating a Job Interview

Topic:	Evaluation
Objective:	Student will be able to utilize the skills learned in this unit to evaluate a job applicant during an interview.
Activity:	Evaluate a young man applying for a job during an interview.
Materials:	Evaluation form.

This is Unit E, Lesson 8, Tape number 9 in the series JOB INTERVIEW TECHNIQUES. This lesson is entitled "Evaluating an Actual Interview." These materials have been developed as part of the project "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education, offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 - June, 1983.

You have had the chance to study the techniques used in job interviews. Now you will have an opportunity to use what you have learned. In your kit is an evaluation form and a pen or pencil (pause). Listen to the following job interview. James Baldwin is interviewing for a job as a stocker in the local grocery store. Rate James on the evaluation for each criteria listed. Let's review the criteria on the evaluation form.

1. Appropriate appearance. Use the information you learned in Lesson 2, Look Like a Winner, to decide if James is appropriately dressed for an interview.
2. Good manners. In Lesson 3, Good Interview Manners, you learned how to act at an interview. You reviewed some of these points in your last lesson, Do's and Don'ts of Job Interviewing.
3. Technical qualifications for the job. This was covered in Lesson 6, Answering Questions.
4. Attitude. The importance of a good attitude was emphasized in Lesson 5, The Interview from the Interviewer's Point of View, and Lesson 7, Do's and Don'ts of Job Interviewing.
5. Preparation for the interview. In Lesson 6, Answering Questions, you filled out a questionnaire to prepare you for answering interviewer's questions. Has James thought about any of those questions before the interview?

6. Ability to answer questions concisely and with relevance. The information from Lesson 6 should help you identify the proper procedure for answering questions
7. Interpersonal skills. This was covered in Lesson 3 and Lesson 7.
8. Communication skills. Good communication skills were covered in Lesson 3, Good Interview Manners.
9. Enthusiasm. Many of the lessons stressed the importance of enthusiasm.
10. Self-assurance and maturity. This was covered in Lesson 3, Lesson 5, Lesson 6, and Lesson 7.

When you evaluate James, make an X in the box that shows how well James did for each criteria. An X in Box 1 means he did an excellent job. An X in box 5 means James did very poorly. An X in box 3 means James was about average. You can evaluate James as you listen or you may turn off the tape recorder and evaluate James when the interview is finished. When you complete the evaluation, total up your final score for James.

James Baldwin will graduate from high school at the end of the next semester. He and his friends like to tinker with cars and James' parents have finally given him the OK to buy a used car of his own if he uses his own money to buy it. He has been saving whatever he can from the odd jobs he has picked up raking leaves and mowing lawns. However, he is still a long way from having enough money to pay for the car he has his eye on.

This afternoon, James and his friends, Chris and Adam are going into the grocery store down the block. There is a sign on the door saying:

> Wanted. Grocery clerk and stocker. Ask for the manager at the main desk.

James does not think he would mind being a stocker. The store is close to his home so he will have no problems getting to work. He can surely use the money for his car. He goes to the desk and asks the girl on duty if he can see the manager about the job advertised on the door. After calling the manager on the phone, the clerk tells James to see Mr. Johnston in the office at the back of the store. He and his friends find the sign marked office by the butcher shop, open the door and go in. Mr. Johnston stands up in surprise.

Mr. Johnston: Are all of you here to apply for the clerking job we have open? You know we only have one opening.

James: No, Mr. Jones. I am the one who is interested in the job. My friends were just along with me. We're going to a movie after I pick up some stuff for my Mom at the store.

Mr. Johnston: Then you are the boy Kathy called about.

James and Adam sit down on the two chairs in front of Mr. Johnston's desk. Since there are only two chairs, Chris sits on the end of Mr. Johnston's desk.

James: Yeah, I really need the money. You see there is this neat car I want to buy, but I just haven't been able to get enough dough together to buy it. Chris has this great '67 Ford and we've been working on it every night after school.

Chris: Yeah, I got a great deal on it, but we've had to replace a lot of parts.

James: I figure this car I want is in pretty good shape. It won't take much to fix it up. And if I work through next summer, I can afford to really make it look cool.

Mr. Johnston: What did you say your name was?

James: I'm James Baldwin, Mr. Jones. I live right down the street. My mom shops here all the time. She just buys her meat someplace else 'cause she says yours is too high and sometimes shegets gypped with fat and stuff under the package where she can't see it. You might know her--Mrs. Amy Baldwin? She's here a lot.

Mr. Johnston: I don't think I know her James. I am Henry Johnston not Mr. Jones. Have you ever had a job at a grocery store before?

James: No, but I've done a lot of jobs for people around town. I mowed old man Schmidt's lawn all summer and I rake leaves and do painting and stuff for a couple of ladies over on Elm street.

Mr. Johnston: Let me get some information about you James. Have you graduated from high school?

James: No, I'm a senior at Aberling High. I will be graduating in May.

Mr. Johnston: Perhaps you boys would wait for us out in the store. James will be out in a few minutes. (door closes)

Mr. Johnston: Perhaps working here will interfere with your schoolwork, James. You would have to work 4 hours after school Monday through Thursday, and Friday night our clerks stock the shelves from 9:00 at night until midnight to get ready for the weekend rush. You would have Saturday off. We've got full time clerks who would work then.

James: I don't think working would be any problem with my schoolwork. I always get it done in study hall and the only thing I have real trouble with is English. Mr. Nichols doesn't like me and he expects me to do more than the rest of the kids. He's always picking on me. I do OK to get by though (pause). I don't think I'd like working Friday night though. Chris and Adam and I always go out on Friday cause its the only night anything is going on around this town. Do you suppose I could trade hours with one of the Saturday guys?

Mr. Johnston: I'm sorry James, but that isn't possible. I know you'd like to have Friday night to be with your friends but our full-time stockers have to work on Friday nights too.

James: Well, I guess I could work it into my schedule if I have to. Say Mr. Jones, how much does this job pay? Can I have a cigarette?

Mr. Johnston: Yes, it is all right. We're paying $3.75 an hour. And you can work extra hours over your Christmas holidays if you want. It is always a busy time here and we usually need extra help.

James: Hey, that's great. Boy I could really use the extra money. I figure I could pay for the car about the middle of January.

Mr. Johnston: Well, James here is an application blank to fill out. Turn it in to Kathy at the main desk when you are finished with it. I should be getting in touch with you in a few days if I decide to hire you. I'd like to have the new clerk start by next Friday.

James: Hey Mr. Jones, that would be great. I could use the money as soon as possible. Do you mind if I drop the application blank off tomorrow? We were just on our way to the show and we are going to be late if I fill this out now.

Mr. Johnston: Well, I guess it would be OK. Just get it here as soon as possible.

James: Thanks, Mr. Jones.

If you were Mr. Johnston, how would you rate James' interview. Take out the evaluation form and a pen or pencil (pause). On the evaluation form, evaluate James' interview performance. At the end of the evaluation, state why you would or would not hire James if you were Mr. Johnston. Turn off the tape recorder and evaluate James. When you are finished, turn the tape recorder back on.

Unit A, Lesson 8, Tape 9
Name ____________________

Interview Evaluation Form

	Excellent	Above Average	Average	Below Average	Poor
	1	2	3	4	5
1. Appropriate appearance					
2. Good manners					
3. Technical qualifications for the job					
4. Attitude					
5. Preparation for the interview					
6. Ability to answer questions concisely					
7. Interpersonal skills					
8. Communication skills					
9. Enthusiasm					
10. Self assurance and maturity					

Total score:

Comments:

Would you hire James? Why or why not?

How many total points did you give James? (pause) Did you decide to hire him? What comments would you have made if you were evaluating James?

James was enthusiastic and personable. He is genuinely interested in the job, but his main motivation is the money he could earn. He was not prepared for the interview. Instead of making an appointment with Mr. Johnston and getting ready for the interview, James talked to Mr. Johnston on the spur of the moment. Chris and Adam should not have accompanied James into Mr. Johnston's office--they could easily have stayed out in the store.

James was very inconsiderate. His interpersonal skills are poor. He was uncomplimentary to Mr. Johnston's meat department. He took up Mr. Johnston's time discussing his new car--why he wanted the money was irrelevant. James never introduced himself, he sat down before he was asked, and he constantly called Mr. Johnston, Mr. Jones.

James did not speak respectfully about the people he worked for or about his teachers. He tried to change his work schedule before he was hired. He was not even willing to take time to fill out the application form. James smoked during the interview.

Did you find any other mistakes that James made? (pause) If James had used better sense and better manners, he would have had a better chance at the job.

(music)

Unit E, Lesson 9, Tape 10
Post-test

This is Unit E, Lesson 9, Tape 10 in the series entitled JOB INTERVIEW SKILLS. This tape contains the post-test for this unit. These materials have been developed as part of the project "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education", offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

The job interviewing process is an important part of seeking a job. By now you should have a good idea how to conduct yourself at an interview. Take out the interview technique survey that is included in your kit. You will need a pencil or a pen to complete this assignment. (pause) The information in the survey is given on the tape. As you listen, follow along and check the correct answers. Read the question to yourself while I read them aloud. Respond immediately.

Unit A Post-test

1. A job interviewer's initial impression of a job applicant
   a. is not very important.
   b. is formed within the first four minutes of an interview.
   c. is not based on what an applicant wears to an interview.
   d. does not make any difference in a job applicant's chances at a job if the applicant has good qualifications.
2. Before the job interview, an applicant should
   a. do some research about the company.
   b. plan to arrive at the interview at least one hour early.
   c. buy a new suit.
   d. none of the above.

3. Bringing friends or relatives with you to an interview

   a. will show the interviewer you get along with people.

   b. is a good indication of your maturity.

   c. should never be done.
   d. will help you feel more comfortable and will improve your ability to sell your qualifications.

4. If you are not sure how to fill out a question on an application form,

   a. ask another job applicant who is sitting near you for help.

   b. ask the person who gave you the application form for help.

   c. complete the application form after the interview.

   d. leave that part of the application form blank.

5. When you are being interviewed,

   a. it is all right to stretch the truth if the employer will have trouble checking up on you.

   b. ask about salary and benefits as early in the interview as possible.

   c. try not to appear too enthusiastic.

   d. use your qualifications and presentation style to stand out from all other job applicants.

6. If a former employer will not give you a good recommendation,

   a. leave that employer's name off your application form.

   b. tell the interviewer that your former employer was prejudiced against you.

   c. explain to the interviewer why you were not suited for that job.

   d. tell the interviewer you had no problems on that job since the interviewer will not bother to check your references.

7. The best way to answer difficult interview questions is

   a. to spend some time before the interview analyzing your strengths and weaknesses.

   b. make your answer as short as possible.

   c. tell the interviewer you do not know the answer.

   d. avoid answering the question by changing the subject.

8. If the interviewer takes an integration approach and asks you a series of very pointed, difficult questions, you could identify this as the

   a. Fact Finding Approach

   b. You're the Customer Approach

   c. Do It Yourself Approach

   d. none of the above

9. When weeding out the least qualified applicant, an interviewer usually relies most heavily on

   a. the application form

   b. the applicant's resume

   c. the applicant's letters of recommendation

   d. the interviewing process

10. A typical question you might be asked at a job interview would be:

    a. How many children do you plan to have?

    b. Why did you apply for this particular job?

    c. What is your religion?

    d. Have you ever been accused of a crime?

11. The most appropriate dress a man interviewing for a job as an orderly at a hospital where everyone is required to wear a white uniform would be:

a. a three piece suit

b. blue jeans and t-shirt

c. a white uniform

d. slacks and a sports shirt

When you complete this test, raise your hand so that the instructor may collect it. Then sit quietly until you receive further directions. (pause for 90 seconds)

Unit A, Lesson 9, Tape 10
Name______________________

UNIT A POST-TEST

Directions: Circle the best answer.

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   - a. is not very important.
   - b. is formed within the first four minutes of an interview.
   - c. is not based on what an applicant wears to an interview.
   - d. does not make any difference in a job applicant's chances at a job if the applicant has good qualifications.
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   - a. do some research about the company.
   - b. plan to arrive at the interview at least one hour early.
   - c. buy a new suit.
   - d. none of the above.
3. Bringing friends or relatives with you to an interview
   - a. will show the interview you get along with people.
   - b. is a good indication of your maturity.
   - c. should never be done.
   - d. will help you feel more comfortable and will improve your ability to sell your qualifications.

4. If you are not sure how to fill out a question on an application form

   a. ask another job applicant who is sitting near you for help.

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   d. use your qualifications and presentation style to stand out from all other job applicants.

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11. The most appropriate dress a man interviewing for a job as an orderly at a hospital where everyone is required to wear a white uniform would be:

   a. a three piece suit

   b. blue jeans and t-shirt

   c. a white uniform

   d. slacks and a sports shirt

When you complete this test, raise your hand so that the instructor may collect it. Then sit quietly until you receive further directions. (pause for 90 seconds)

Unit F, Lesson 1, Tape 1
After You Are Hired
"You're Hired"

Topic: Job Success

Objective:

Activities:

Materials:

This is Unit F, Lesson 1, Tape 1 in the series entitled AFTER YOU ARE HIRED. This tape is entitled "Your Hired." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

You have spent a great deal of time learning techniques that can help you land a job that you will like. The job hunting process is hard work and if you have finally been hired, it will probably seem that the worst is over. You have the prospect of a steady paycheck and the opportunity to make the most of the job you have been hired to do. This final section will give you some ideas of what to expect when you finally have the job you have been looking for.

Immediately after starting to work for a company, you will be required to complete various kinds of forms. One of the forms most employees have to fill out is for the Social Security Office. Since you are legally required to have a social security number for all but a very few types of employment situations, you should register with the Social Security Office as soon as possible before you even begin your job search.

Your employer will need to have your social security number, because a small amount will be deducted from your paycheck and deposited in your federal social security account. Your employer will match each deduction by contributing an equal amount to your account. Social Security retirement, survivors and disability benefits, and hospital insurance benefits are paid for by contributions based on your earnings. These funds will be available when you become eligible through disability or retirement. The social security number is playing a growing role in many other aspects of modern living, too, and is frequently required for bank accounts, insurance, driver's license, library cards, and so on.

Instead of social security, your company may have a private pension plan. The forms you need to fill out to become a member of these private plans will still require your social security number. Private pension plans differ in benefits and cost. Since it is a group plan used by all the employees within the company, you will probably have little choice in how much you can contribute. You may be given the choice to join the plan if you wish. Some companies provide a partial or total contribution toward the fees charged by the pension plan. Other employers do not help fund the pension plan but do deduct a portion of your paycheck and deposit it with the company that administers the plan.

You will also be required to fill out the form for Employee's Withholding Allowance Certificate. Your employer is required to withhold a certain amount of your earnings and turn it over to the federal and state governments for payment of your taxes. When you are hired, you will be required to complete a Form W-2 or a W-4E form for your employer's records. At the end of the year, you will receive from your employer a Form -2 or wage and tax statement form. This is a summary of the amount of wages you were paid the preceding year, the amount of federal and state income tax withheld and the amount of social security contributions deducted from your earnings. These summary forms are extremely important, so put them somewhere where they will not be misplaced or destroyed. You must provide a copy of this W-2 form when you submit your federal income tax. Even if you did not make enough money to be required to pay tax or if you have contributed more than is required and the govenment owes you a refund, you must submit a completed income tax form and the W-2 form you received from your company.

Some companies provide insurance for their employees. Since a large number of people can obtain insurance more cheaply than an individual can, these insurance plans are frequently worth taking advantage of. In some instances, employees are required to pay the full premium without a subsidy from the company. These insurance plans can still be an excellent buy since you can take advantage of the savings offered by a group plan.

The insurance company will require you to fill out a form that gives the details of your health history. You will have to fill in your age, any childhood diseases you have had and any recent medical problems you have experienced. Some forms also require information about the health history of your immediate family. Since some health problems are more likely to occur in people whose family members have had the disease, the insurance company may ask if your parents or grandparents have had cancer or heart disease. If you are not sure any of these diseases have occured in your family, ask a relative.

In addition, there may be a myriad of other forms you will be required to complete. Examples of these might be agreement forms, assurances, waivers, and detailed personal history forms.

You should be absolutely accurate in filling out all of these forms, because they usually contain provisions that you may be fired or have action taken against you for giving false or misleading statements. Be sure you understand the purpose of each form you sign and how it will be used.

Activity Sheet
Name________________

Choose the best answer by circling it.

1. A number which every working person in our society is required to have is a
   - (a) telephone number
   - (b) driver's license number
   - (c) social security number

2. The amount deducted from your paycheck which goes into your federal social security account (circle all that are true).
   - (a) gone forever
   - (b) is matched by your employer
   - (c) is paid back to you as a retirement income
   - (d) is paid back to you if you are disabled and cannot work
   - (e) is paid to your survivors, if you die before retirement age

3. Forms that you may be required to fill out after you are hired include (circle all that are true).
   - (a) Employee's Withholding Allowance Certificate
   - (b) a health history for an insurance plan
   - (c) agreement forms
   - (d) detailed personal history forms

Unit F, Lesson 2, Tape 2
After You Are Hired
"Labor Unions/Professional Organizations Contracts"

Topic:	After You Are Hired
Objective:	Student will be able to list the benefits of joining a labor union or professional organization. Student will be able to identify the basic concepts involved in signing a contract.
Activities:	Worksheet - Unions & Contracts
Materials:	Unions & Contracts

This is Unit F, Lesson 2, Tape 2 in the series entitled AFTER YOU ARE HIRED. This tape is entitled "Labor Unions/Professional Organizations." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education." offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

When you begin work, you may be given the opportunity to join a labor union or a professional organization. Only a few years ago, unions and professional organizations were distinctly different groups. Union membership was largely comprised of craftspersons and laborers, while professionals included mostly college-educated and credentialled persons engaged in a given profession or special type of work.

Now, however, the functions of both types of groups have changed and seems to be combining in common efforts. Chances are you will be given a choice of whether or not to join a union or a professional organization, since one or the other covers most jobs today.

Before making the decision, you should attempt to gather information such as:

1. How will I benefit?
2. How much will it cost?
3. Is the organization democratically operated? Will I have the opportunity to express my opinion and have it respected?
4. How is the organization affiliated at the state and national levels?
5. Does the organization add to the well-being and growth of the company?
6. Does it encourage an attitude of mutual concern between employees and management?

The decision of whether or not to join such an organization should not be taken lightly, because it is likely to directly affect the outcome of your job with the company. You must weigh the benefits offered by the organization carefully, together with the company's expectations of you.

In many companies, you are required to join a union. Labor unions negotiate with the company to set wages and working conditions. When you join the union, you become a member of this group and any terms the union and the company have agreed on will apply to you. If the company does not abide by its terms, you can complain to the union steward. The union will then contact your employer and try to work out an equitable settlement. If the union membership decides that the company is not treating them fairly, they can vote to strike. This means that the members of the union will not work until the company has met with the union representatives and worked out an equitable contract. While union members are out on strike, the union provides financial support for the members from the fund set up with part of the membership fees. This support may not be as much as what the employees usually receive in their paycheck, but it will help to tide them over until the strike is settled. Sometimes unions assess an extra fee from their members to help support other members who have been on strike for a long time and whose benefits have been exhausted.

Some companies do not allow their employees to organize or join unions. These are called non-union shops. People who work in non-union shops do not have to pay union dues and they can negotiate their contracts for pay and benefits themselves.

However, if you are not a member of a union or professional group that is organized to protect the working conditions of its members, you have no say in the matter if the company decides to change your job description, your wages or your benefits.

Professional organizations are also organized to help employees who are members of a specific profession. Unlike a union, they may not directly negotiate with an employer for wages and benefits. However, they often make legal and negotiating help available if the local chapters need help. Professional groups often distribute a newsletter or magazine that keeps their members up to date on the changes in the profession and political legislation that may directly affect the members. They often provide workshops and regional and national conventions to help their members keep abreast of the latest advancements in their field.

Before you accept employment with a company, you may want to investigate whether or not you have the option to join one of these groups. Talk to people who belong to unions and professional groups. Discuss the advantages of joining a union with someone who works in a non-union shop. If you have strong feelings about the importance of belonging to an employee organization, it may make a difference in your willingness to accept a job with a company whose philosophy differs from yours.

If you decide to join a labor union or professional organization, you will have to sign a contract. You also may have to sign a written contract form in accepting employment with a company. In this contract, you will agree to do certain things in return for certain renumeration or benefits. This contract is legally binding. If you break the contract, you may be fired or held responsible for completing the terms of the contract by the courts. If you do not actually sign a contract form when you accept employment, you have established a type of contract between yourself and your employer. A written contract makes sure there is no possibility of a misunderstanding on the part of either yourself or your employer. Usually a written contract is developed if the employer plans to invest quite a bit of training in you or to cover other special provisions of the terms of your employment. Sometimes these terms include the amount of time that you agree to stay with the company, a requirement to be bonded, and so forth.

Before you sign a contract, it is extremely important that you carefully study it and understand exactly what provisions are stipulated. Ask yourself questions like:

1. What is the purpose of the contract and why is it necessary?

2. How does it favor the employer and what provisions are for my protection?

3. Exactly what are my obligations under the contract, and what are those of the employer?

4. What are the consequences of either party's violation of the contract?

Be sure you read EVERYTHING in the cntract. Even the fine print is a part of the contract. Once you have signed the contract, it is assumed that you have agreed to all the terms within the contract. Sometimes contracts are written in confusing and technical language. If you do not understand the contract, ask to take the contract to look it over. Then get legal or professional help in understanding what you will be agreeing to. Remember that such a contract will be legally binding to other parties and be absolutely sure of your decision when you make it. Try to consider every possible contingency. If you are unsure of any of the terms or clauses, by all means, have them explained to you so that you will have full knowledge of what you may be getting yourself in for. Contracts are easier to sign then to get out of, so never rush into signing something until you have read and understood everything in the contract.

Take out the worksheet labeled "Unions and Contracts" and a pen or pencil. (pause)

Worksheet
Name______________________

UNIONS AND CONTRACTS

Labor Union and Professional Groups

1. In a few words, list three benefits of joining a labor union or professional organization.

   a.

   b.

   c.

2. List two benefits of joining a non-union shop.

   a.

   b.

Contracts

1. A signed contract is legally binding. True False

2. If you are not absolutely sure you understand everything in the contract, you should not sign it. True False

3. A contract is fairly easy to break if you do not think the terms are fair after you start work. True False

4. If you do not understand the terms of the contract, you should ask questions until you are sure you know exactly what the contract means. True False

5. The purpose of a written contract is to be sure there are no misunderstandings about the terms of the agreement on the part of the employee and the employer. True False

Now grade yourself. How well did you remember the main points you need to know about joining a union or a professional group, and the things you should consider before you sign a contract?

Question

1. a) Increased ability to negotiate with company management for wages and benefits.

   b) Provides the right for workers to strike if the company does not abide by the contract.

   c) Provides information about new developments in their field.

Question

2. List 2 benefits of joining a non-union shop.

   a) Less expensive

   b) Each employee can negotiate their own salary and benefits

Contracts

1. The answer is true. A signed contract is legally binding so read it carefully and be sure you understand it completely before you sign.

2. True. Since a contract must be fulfilled, do not sign it if you do not understand everything in the contract.

3. False. It is difficult to break a signed contract.

4. True. Feel free to ask as many questions as you wish. If an employer is hesitant to answer your questions, ask to take the contract with you to look over. Ask for legal advice from your lawyer if necessary.

5. True. A written contract protects both you and the employer by agreeing exactly to the terms of employment.

Unit F, Lesson 3, Tape 3
After You Are Hired
"Job Benefits/Job Descriptions"

Topic: After You Are Hired

Objective: Student will be able to relate a job description to job responsibilities. Student will be able to identify types of employee benefits.

Activities: Analyze a Job Description in terms of what Mary Ellen Whitney must actually be responsible for on the job. Interpret job benefits as part of renumeration for work done.

Materials: Job Benefits - Worksheet
Job Description

This is Unit F, Lesson 3, Tape 3 in the series entitled AFTER YOU ARE HIRED. This tape is entitled "Job Benefits/Job Descriptions." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

In the last lesson, you looked at the importance of looking carefully at a contract before you sign it. The contingencies outlined in the contract may affect your decision to accept a job. If you have been looking hard for a job, you may have more than one job offer. Since your final decision depends on many factors, this lesson will cover what you should consider before you make the final decision to sign a contract with a specific company. In accepting employment, you are giving your consent to abide by an agreement between yourself and your employer. Failure of either person to live up to the terms of this agreement, whether it is formally stated on a contract or is an informal verbal agreement, will mean you will have to renew your job search. For example, if you don't receive what you were led to believe you would receive in pay, vacation, and benefits, you may quit. On the other hand, if you aren't able to perform the job as the employer has been led to believe you can, you will probably be fired or will quit. Either way, such a misunderstanding can be very damaging. That is why it is so important that you fully understand all the conditions under which you have accepted the job. The main thing is to have all the facts before agreeing to go to work.

First determine what constitutes your half of the agreement. What will be your specific duties, how well are you expected to do them and under what conditions. Take out the worksheet labeled "Job Descriptions." This sheet outlines what you need to know about your job responsibilities before you accept a job.

(pause)

JOB DESCRIPTIONS

1. WHAT YOU ARE EXPECTED TO DO?
    - a. Ask for a written job description if one is available.
    - b. Review the job description with your employer. Go over the details of the job, especially if the job has a very general title.
    - c. Let the employer know you are concerned about your exact duties by asking specific questions and by carefully reviewing each detail.
2. TO WHAT DEGREE OR HOW WELL MUST THE JOB BE DONE?
    - a. Find out how your performance will be evaluated and the full extent of your responsibilities.
    - b. Ask to see an evaluation form that is used to assess employee competence.
3. UNDER WHAT CONDITIONS MUST YOU DO THE JOB?
    - a. Investigate the physical conditions that you will be working under.
    - b. Ask about the hours you will be working and the kinds of equipment you will be working with.

Essentially, you need to find out what your specific duties will be, how your performance will be evaluated and what the working conditions will be like. First consider what specifically you will have to do. Try to get a complete description of the tasks, responsibilities and day-to-day functions that you will be expected to perform. Consider the problems that Mary

Ellen Whitney ran into when she accepted what appeared to be a marvelous job opportunity. We looked at Mary Ellen's objectives and credentials in the section on job resumes. Mary Ellen wanted to serve as helper to the manager of a large restaurant so that she could learn all phases of restaurant management. She had experience working in restaurants doing a variety of jobs. She accepted a job with Morton's Emporium as assistant restaurant manager. She thought this was a perfect job. The manager offered her an excellent salary and the job could give her the experience she needs to manage her own restaurant.

Mary Ellen has worked for the Emporium for two months. Instead of an assistant manager with responsibility for managing the restaurant, Mary Ellen has found that she is required to do all the jobs no one else wants to do. She is expected to come in at 5:30 in the morning and open the restaurant. She has to sweep and mop the floors and clean the kitchen before the morning crew arrives. Then she must prepare the salad bar for the day, inventory the freezer to be sure none of the employees have used more supplies than they should have, and go over the receipts for the previous day. Mary Ellen must review each of the receipts the waitresses have turned in and make out a list of the amount of projected tips the waitresses must turn back into the management for the busboys and kitchen help. When Mary Ellen finishes these responsibilities, she can go home. In the evening, she has to return to work. From eight to eleven she acts as cashier and then closes the restaurant. She has to count the receipts and take the money to the bank and drop it in the night depository. Since she has a salaried position, she receives the same salary no matter how many hours she works. All in all, Mary Ellen is not very happy with her job. The hours are long, the work is hard and she feels that she is being taken advantage of.

If you were Mary Ellen, would you feel that you should look for another job or is this job really preparing you for a management position. (pause) The duties of this job are not what Mary Ellen expected. She is expected to clean up the restaurant and the kitchen. She has to open the restaurant and close it the same evening. She has to take care of making sure the busboys and kitchen help are paid, which she feels is the waitress's responsibility. However, she is getting valuable training in restaurant management. She has been given a great deal of responsibility. She is learning to handle a great many tasks that a manager needs to be familiar with. Obviously the employer trusts her since she is handling much of the money and is setting up the restaurant for the daily schedule. Mary Ellen must make the decision for herself if the benefits outweigh the inconveniences of the job. Perhaps if Mary Ellen had had a clearer understanding of her duties before she accepted the job, she would not be so dissatisfied.

Many employers nowadays have a written job description which covers the requirements and duties of the job. Before you accept a position, be sure to review all the details of the job. This is particularly important if the job has a very general title, like assistant helper or manager. This way you will know before hand exactly what you will be expected to accomplish. Let your employer know that you are concerned by asking specific questions and by carefully reviewing each detail.

The second consideration you should be clear on before you accept a job is the evaluation procedure that will be used to decide if you are performing the job adequately. This is labeled "TO WHAT DEGREE OR HOW WELL MUST THE JOB BE DONE" in the job description worksheet. Find out how your performance will be evaluated and the full extent of your responsibilities. For example, you may learn that your job will consist of placing part A on top of part B and putting them both inside of C. If you neglected to find out that you will be paid only for those passing a very strict inspection for extremely close tolerances, you may wish to reconsider the job. If most people get only fifty percent of them close enough to pass inspection, you may find that your paycheck is substantially smaller than you originally expected. Or you may understand the details of a given task perfectly only to find out later that you will be responsible to several bosses in several different establishments and that each interprets the job description differently. Just finding out what it is you must do isn't enough; you must also find out how far you must go in doing it acceptably.

The third thing to consider is under what conditions you must do the job. This factor is often not given enough consideration by potential employees. All the conditions that have an impact upon your accomplishing the job, including not only just the physical but the psychological, seasonal, environmental and social conditions must be carefully reviewed. Reconsider Mary Ellen's predicament. One of the things that she objects to is that she is required to close the restaurant late in the evening and then must return to open the restaurant at 5:30 the next morning. This makes it impossible to schedule social engagements in the evening and limits her activities in the daytime. If she is extremely active when she is not at work, Mary Ellen finds that she is too tired by the end of the evening. In effect, Mary Ellen has to arrange her life so that she gets a few hours of sleep at night and a few more hours of sleep when she returns home from work in the morning. If she had known this initially, she could have decided if this lifestyle was acceptable before she accepted the job. Knowing the contingencies before you start work sometimes makes them easier to endure, since you knew what to expect in the first place. The physical setting in which you will work--the hours, the kind of people you will work with, the kinds of equipment you will use--all of these can be very decisive factors in your job satisfaction and success. Be sure to get all the facts about the job before you accept it.

Once you have established what constitutes what you will have to do to fulfill your portion of the agreement to accept a job, you should also look critically at what the employer will give you in return.

Many potential employees are interested only in what a job pays. They neglect to find out about all the other benefits and frequently may not even apply for a job because the salary seems too low.

However, the benefits that an employer offers are just as important as the amount you will be paid. Since benefits that the company provides are not included in your salary, they are not taxable. Since many of these benefits are services that you would have to provide and pay for yourself, you save money twice. In fact, the benefits are a way for the employer to give you more rewards than the company could by giving you the same amount of money. Here are some examples of benefits you may want to look for.

1. Insurance. Many employers will pay for your health and medical insurance and in doing so, usually gets you better coverage than you could get on your own with the same amount of money. It is not at all uncommon for an employer to subsidize insurance so that employees can get it at a fraction of its usual cost. Some insurance plans include dental and optometric care which will further reduce your expenses. Many company insurance plans also offer membership to immediate family members of employees. These memberships are also at a reduced rate.

2. Vacation. The length of vacation time and whether it is paid or not is a very important benefit. Check on this and find out if you can choose your vacation schedule or if the plant closes for a certain period each year. Also investigate the

amount of time you can be paid when you are sick. Many companies also allow personal leave days which are excused absences from work with pay for personal business. Many companies will let you attend courses on company time or will guarantee you periodic training programs and expense-paid trips. Also, many offer company vacation plans and recreational activities at a substantial discount or fee.

3. Expense accounts. Most jobs that require out-of-pocket expenses have liberal expense repayment. Sometimes it's possible to be granted an expense account that is as large as the salary. Many companies offer other things too, like free coffee, free uniforms, free transportation, inexpensive lunches at the cafeteria, a company car and free parking, where you would have to pay for these yourself if the company did not cover the cost.

4. Promotional opportunities. An important benefit can be the opportunity for regular pay increases. This may also be coupled with the opportunity to work your way up in the company. This gives you an opportunity to hold increasingly responsible and interesting jobs with a matching raise in salary. Many companies train their management personnel by having them start at unimportant jobs and promoting them gradually to executive positions. Some companies guarantee these increases within a specified period of time.

5. Other benefits. The different kinds of benefits and incentives offered by employers are of an endless variety. Profit sharing, for example, automatically gives you stock in the

company which can be converted into cash. Employers also pay unemployment benefits, so that in the event you are laid off you will be able to receive regular unemployment compensation. Many companies allow their employees to purchase their goods at cost; others may pay for your relocation in the event you have to move in order to work for them.

It is important to find out what benefits a company offers before you make a final decision about the most lucrative job offer you have had. Frequently, it is necessary to sit down with paper and pencil and decide how much each of the benefits would cost you if you were paying for them before you can evaluate the true net worth of a job. An outline of the benefits you have covered in this lesson are covered on the worksheet labeled, "Job Benefits."

Worksheet
Name________________________

JOB BENEFITS

1. Insurance
   a. Health and medical insurance at a reduced cost. Some companies pay for employees' insurance.
   b. Dental and optometric insurance may be available at a savings.
   c. Some companies provide inexpensive life insurance.
   d. Employees' family members can also be covered at a fraction of the cost of individual insurance.
2. Vacation
   a. Investigate the length of vacation time, whether it is paid or not and if you have a choice in the timing of the vacation.
   b. Sick leave and personal leave days are also important benefits.
   c. Some companies offer vacation plans and recreational activities at a substantial discount.
3. Expense accounts
   a. Check if out-of-pocket expenses related to business is reimbursed.
   b. Some companies offer benefits within the company
      1. free uniforms
      2. free transportation
      3. inexpensive lunches at the cafeteria
      4. free parking and the use of a car

4. Promotional Opportunities
    a. Pay increases may be built in over a specified time period.
    b. A lower paying job may lead to a better position within the company.
    c. Some companies only select their management trainees from people already working for the company.
5. Other benefits
    a. Profit sharing - automatically receiving stock in the company.
    b. Unemployment benefits.
    c. Reduced prices on the goods the company manufactures.
    d. Paying for moving costs.

Worksheet
Name______________________

JOB DESCRIPTIONS

1. WHAT YOU ARE EXPECTED TO DO.
   - a. Ask for a written job description if one is available.
   - b. Review the job description with your employer. Go over the details of the job, especially if the job has a very general title.
   - c. Let the employer know you are concerned about your exact duties by asking specific questions and by carefully reviewing each detail.
2. TO WHAT DEGREE OR HOW WELL MUST THE JOB BE DONE.
   - a. Find out how your performance will be evaluated and the full extent of your responsibilities.
   - b. Ask to see an evaluation form that is used to assess employee competence.
3. UNDER WHAT CONDITIONS MUST YOU DO THE JOB.
   - a. Investigate the physical conditions that you will be working under.
   - b. Ask about the hours you will be working and the kinds of equipment you will be working with.

Unit F, Lesson 4, Tape 4
Job Success
"How To Be a Key Employee"

Topic:	Job Success
Objective:	Students will be able to identify traits necessary to be a successful employee and apply them to their present job
Activities:	Students will evaluate themselves in their present job
Materials:	How To Be a Key Employee Promotion Evaluation Personal Evaluation

This is Unit F, Lesson 4, Tape 4 in the series VOCATIONAL EDUCATION. This tape is entitled "How To Be A Key Employee." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

You have spent a great deal of time analyzing your competencies and trying to decide what your career objectives are. Many times your career objectives cannot be attained immediately on entering the work force. Remember Mary Ellen's resume? Take out the copy of Mary Ellen Whitney's resume that has been included with this lesson. Mary Ellen wants to manage a restaurant in the future. She had held a number of jobs that directly relate to this objective. Mary Ellen did not start working as a manager of an exclusive restaurant. Instead she began working at the school cafeteria. She has worked as a waitress and a salad girl. None of these jobs is as impressive as an executive position managing a large restaurant. None of the jobs she has held so far have paid very well and the hours have been long and inconvenient. However, Mary Ellen is acquiring the experience she will need to manage a restaurant efficiently and well. The job she is now seeking will give her a chance to work as an assistant manager. She will have added responsibilities and she will have the chance to observe how the manager organizes and performs his or her duties. In essence, Mary Ellen is using her jobs as a training program for her career goals.

It is important to consider what skills you can learn from the jobs you consider accepting. Many employers place a great deal of importance on the kind of work experience job applicants have had. Do not be too quick to disregard a job opportunity that is not exactly what you want but will allow you to learn skills you will need in the future. One of the most important fringe benefits of a job is the amount of experience it will give you for professional growth.

Once you accept a job, it is up to you to make the most of the opportunities it offers. Many companies prefer to pick employees that show ability and dedication to train as executives. Climbing the career ladder to success is dependent on you. Promotions and professional growth opportunities are usually presented. Promotion and advancement opportunities don't always entail a dollar value, since people work for so many other reasons. A feeling of security, prestige, achievement and power are all factors in job satisfaction.

Job success may only be defined according to your own individual sense of values. But, there are certain principles associated with what may be considered with getting ahead on the job. Just as all jobs have many things in common, successful employees share certain common traits. Here are some tips on how to make yourself into a key employee. Take out the sheet labeled "How To Be A Key Employee." (pause)

Number 1: Be the best at what you do. The type of job you have is not as important as the way you perform it. Conduct yourself in a professional manner whenever you are on the job. Like the old adage says, "If something is worth doing, it's worth doing well." Prove yourself as a professional in your job, carrying your full load and accomplishing your duties with a sense of craftsmanship and efficiency. A professional attitude also helps to increase your satisfaction with the job. Do not expect to be constantly praised for doing good work. Quality work will be noticed even if your supervisor does not openly compliment you. If you do your work in a slipshod manner, you will soon find that you dread going to work. Set a goal of excellence for yourself and try to attain it.

Number 2: Really get to know the company or organization that you work for. Show genuine interest in how the company is organized and what duties various people perform. Be diplomatic; presistent curiosity and interest can be threatening to someone if you make it appear you are after their job.

Number 3: Show initiative. Master a specialty which relates to your job. This often gives you a chance to shine in doing something "above and beyond the call of duty."

Number 4: Take part in the company's special activities. Do more than your part to make them all a huge success. But take on only the responsibilities that you can handle.

Number 5: Develop leadership qualities. Make yourself as indispensible as possible. Every business has aspects of its operation that are critically important and are best done by one person. Be so good at that phase of the business that your employer feels that it would be difficult to get along without you.

Number 6: Build good personal relationships with your supervisors and your fellow employees. Of course, you are not expected to become the best of friends with everyone who works with you. You may even dislike some of your fellow workers. However, everyone should be treated with respect. You never know when you will need the help of someone else in the organization. Making enemies of anyone can hinder your professional growth.

It is important to show initiative. Initiative is defined as the ability to begin a project on your own. Instead of waiting until you are told what to do, analyze what needs to be done and do it. When you first begin working for a company, you will have to have help from a supervisor or other employees until you learn the accepted way of performing the job. Once you learn the fundamentals, you can take the responsibility of doing what needs to be done.

Make a major contribution that directly affects the company's efficiency and profits. Come up with a good idea that can improve your job. It could be some small improvement to save steps, to curtail waste, or enhance safety. This illustrates your dedication and loyalty to your job and company. It's these kinds of things that are considered when the promotion review comes around. Be willing to go beyond the minimum expectations for your job. The difference between doing the job and doing the job well may make the difference between getting a promotion and staying in the same position. Even if you are not planning on keeping your present job permanently, the qualities of initiative and dedication are factors that your next employer will be looking for on your resume.

Unfortunately, most companies can be forced to cut back on staff when the economy is slow. When layoff time comes, it's the person that does unessential work; has below average job skills; and/or doesn't get along with others that is the first to receive a layoff notice. When promotion time comes, you will probably be evaluated on the following criteria, no matter what your job may be. Take out the sheet labeled "Promotion Evaluation." (pause)

Number 1. Job Skill. How well do you do the job you are assigned to do? Are you efficient? Are you a time waster? Do you complete your tasks or are you better at starting than finishing projects? Is your work neat and well polished? Do you have to wait for a supervisor to point out what needs to be done? Are you a self-starter, able to take on responsibility? Doing your job efficiently and well is probably the most important criteria a supervisor considers when filling out a promotion evaluation. If you don't score well in this area, the employer will not even bother to go any farther on the evaluation list.

Number 2. How well do you accept company goals? Do you follow company policy without griping? If there is a dress code, do you follow it exactly or do you ask the supervisor to make special allowances for you? Do you make an effort to use the company's goals to help you organize your job priorities. A company's goals have been set by the management and you should use your job performance to illustrate that you understand these goals and follow them.

Number 3. Work improvement. No one expects you to do a job perfectly when you start. However, employers expect their employees to learn from their mistakes. Are you able to take criticism graciously and with maturity? Do you incorporate what you learn from one project into the rest of your work? These are all important assets for positions that require employees to take responsibility. If you wish to move up in a company, constantly work to improve your job skills.

Number 4. Ideas and problem solving. When an employer has to decide between equally qualified employees for a promotion, the person who has illustrated the ability to solve problems creatively and effectively will have the edge. When you run into problems on the job, try to analyze the situation and come up with your solution. The employee who always goes to the supervisor for help is assigning himself or herself a permanent place at the bottom of the career ladder.

Number 5. Cooperativeness. Troublemakers do not get promotions. Be willing to cooperate with management and other employees. Even if you think you have the only correct solution to a problem, be willing to compromise. Employees who cause conflict within an organization are likely to find that an employer may decide to fire the employee instead of constantly putting up with the problems he or she creates.

Number 6. Attitudes. It is important to show positive attitudes toward a job when you are interviewing. It is even more important to make them an integral part of the way you perform your duties. Do you remember some of the attitudes that have been discussed in previous lessons? Here are a few:

1. enthusiasm
2. dedication
3. loyalty
4. efficiency
5. promptness
6. pride in your work

A good attitude is reflected in the quality of your work and your relationship with others.

Number 7. Cost consciousness. Since a company is in business to make a profit, any way to keep costs down while producing a quality product is of prime importance. Since time is money to an employer, it is important that you do a quality job as quickly as you can. Time management is a quality that all employees need to master. Constantly look for ways that will allow you to complete your job more efficiently. If you can see a way that a job could be done for less money, suggest it to your supervisor. If you can help an employer increase his or her profits, your chances of a promotion are greatly enhanced.

Number 8. Growth potential. Even if you do your job very well, you may not be considered for a promotion. Be sure your supervisor doesn't think that you are only capable of doing the job you are responsible for. Take an interest in the company. Acquire skills in areas that the company will be expanding into. Consider outside training programs offered by the company. If you are asked to fill in for another employee who is on vacation or on sick leave, take advantage of the opportunity to show your versatility.

It is important that you continuously assess yourself and your role on the job. Most companies, and particularly large ones, have an evaluation or rating program. Employees periodically receive feedback on how well they are doing. However, you shouldn't rely on that. Do your own evaluations. Take your own inventory of yourself and your job. Take out the sheet labeled "Personal Evaluation." (pause) Ask yourself things like:

1. How do I stand with my boss or superiors and the company?
2. What do they see as my strong points?
3. How is performance judged in my job? It might [illegible] satisfied customers, work volume, profit, and so forth. Do my goals and priorities mesh with the ones set down by the company?
4. What do my supervisors see as my weak points?
5. What are my capabilities and my deficiencies? How do they fit the things I have to do?
6. What are the things I can do to improve myself and to effectively strengthen my role in the company?
7. Where do I want to be in the company a year from now? Next month?
8. What are my strategies for getting there?

Here is an approach on how to get a raise. You have to think carefully to follow it but it works.

First, be sure you have earned it.

Second, be sure your boss knows you have earned it.

Third, be sure you know your boss knows that you have earned it.

Finally, be sure your boss knows that you know that he knows you know that you have earned it.

Handout
Name________________________

Personal Evaluation

1. How do I stand with my boss or superiors and the company?
2. What do they see as my strong points?
3. How is performance judged in my job? It might be satisfied customers, work volume, profit, and so forth. Do my goals and priorities mesh with the ones set down by the company?
4. What do my supervisors see as my weak points?
5. What are my capabilities and my deficiencies? How do they fit the things I have to do?
6. What are the things I can do to improve myself and to effectively strengthen my role in the company?
7. Where do I want to be in the company a year from now? Next month?
8. What are my strategies for getting there?

How To Get A Raise

First, be sure you have earned it.

Second, be sure your boss knows you have earned it.

Third, be sure your boss knows that you have earned it.

Finally, be sure your boss knows that you know that he knows you know that you have earned it.

Handout
Name________________________

HOW TO BE A KEY EMPLOYEE

1. Be the best you can. Always be a professional, whatever the job you are doing.
2. Learn to know the company you work for without stepping on anyone's toes.
3. Show initiative. Master a related specialty that can give you a chance to stand out.
4. Take part in the company's special activities. Help make them a success.
5. Develop leadership.
6. Build good personal relationships with your supervisors and your fellow employees.

Worksheet
Name______________________

PROMOTION EVALUATION

	EXCEPTIONAL 5	GOOD 4	AVERAGE 3	POOR 2	UNACCEPTABLE 1
1. Job skill					
2. Acceptance of company goals					
3. Work improvement					
4. Ideas and problem solving					
5. Attitudes					
6. Cost consciousness					
7. Growth potential					

Unit F, Lesson 5, Tape 5
Leaving a Job Graciously
"How Do You Quit - How Do You Avoid Being Fired"

Topic: Leaving a Job Graciously

Objective:

Activities: List 10 reason/qualities that lead to dismissal and give examples.

Materials: Failure Qualities/Success Qualities - Worksheet.

This is Unit F, Lesson 5, Tape 5 in the series entitled LEAVING A JOB GRACIOUSLY. This tape is entitled "How Do You Quit - How Do You Avoid Being Fired." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

Thousands of people quit their jobs every day in the United States. According to some experts, it may be bad in a young career to remain in any one position too long. It might show potential employers that you are stagnating or have reached the top of your potential. They say you should never leave a position in less than two years, nor keep it for much longer than four or five. If you have not received a major promotion after a reasonable length of time, then perhaps it's time to begin looking for a better job with more opportunity.

Some people quit jobs out of necessity, because of poor health, moving to a different part of the country, or they are going back to school to upgrade their skills. Others quit because they are dissatisfied with their jobs. Still others leave their job because of pressure from their employer to resign or are fired. Often the circumstances under which you leave a job directly affect the process of getting another job, so it is best that you learn the proper way to resign from a job. Take out the sheet labeled "Ways To Leave A Job Graciously."

1. Don't tell off your boss and stomp out the door, slamming it behind you. If you have a lot of negative feelings and poor attitudes about the job, that is exactly what may happen as a result of an eventual confrontation. Under circumstances like those, it is far better to quietly give at least one pay period's notice and to continue doing your best work until you can leave without creating an awkward situation. Another option is to go on working as usual and be looking for another job,

deferring giving notice until you have secured another job. Just as it is easier to get a bank loan when you have a healthy bank account, it is also easier to get a job when you already have one.

2. Never ask your boss whether or not you should quit. It is your responsibility to make that decision and you must shoulder it yourself.

3. Proper notice is essential. Ideally, you should give your employer sufficient time to hire and train a replacement for you, so that your leaving will cause no disruption. Two weeks is the minimum amount of notice. Always include in your notice a reason for leaving, very tactfully if necessary.

4. Arrange a smooth transition of your duties and responsibilities. Make sure you take all of your belongings and that you leave your work area neat and clean.

5. Check with the person who hired you or the personnel office before leaving to be sure there are no requirements left undone. You may be asked to have an exit interview, fill out termination forms, and return any keys you may have. Leave the company your forwarding address or instructions on how to get in touch with you.

6. Say goodby personally to everyone you have worked with. Let them know you have enjoyed working with them. The last impression people have of you may be as important as the first impression you make at the interview. Don't bad mouth the company or anyone who works there. No matter how disappointed

and upset you are, keep the same professional attitude that you employed while on the job.

If you follow these suggestions, your exit will leave the door open behind you for future recommendations. If you depart in a professional and friendly manner, you will keep as many people as possible as friends. It is hard to tell who may be able to help you in the future. Once you have gotten established in another job, you might even drop them a postcard or stop in for a friendly visit every now and then. Let them know how you are doing. Show an interest in how things are going. The day may come when you wish to return to work for that same company. Try to insure that the recommendations from your supervisor and fellow employees will be positive.

Not everyone who leaves a job does so by choice. When companies cut back on personnel, the least productive employees are the first to be laid off. You may be forced to look for another job because the company asks for your resignation or you may be fired. The qualities a worker develops determine success or failure on the job. Repeated studies show that nine out of every ten workers are fired because of poor attitudes and character qualities, not because of lack of skill. Included in your lesson is a worksheet labeled, "How To Succeed On The Job." It lists the qualities that can help you succeed in any job and a list of failure qualities that are the most frequent reasons for dismissal.

Take out the worksheet. (pause) Look first at the list of qualities that can result in employee failure. Number 1. Can't get along. No one expects you to become best friends with all the employees you work with. In fact, you may find some of your fellow workers or your supervisor impossible to get along with. However, no matter how much you dislike someone, they still deserve to be treated with courtesy and respect. Make it a policy to be pleasant and helpful to everyone you come in contact with on the job. A company must work smoothly for work to be accomplished as efficiently as possible. Troublemakers who cause friction within the office disrupts this efficiency. A person who causes constant irritation and upset among other employees may find that the employer solves the problem by eliminating the cause of the trouble. Don't talk about other employees behind their back. If you cannot say something positive about people, don't say anything.

Number 2. Doesn't follow the rules. When you agree to accept a position with a company, you are also accepting the responsibility to follow the rules set down by the company. No matter how ridiculous or unreasonable you feel the rules are, follow them to the letter. They have been set up for a reason and the employer has no responsibility to justify his or her rules. Don't try to have the employer make an exception for you. If you are required to wear a three piece suit to work, then don't show up in a blazer and dress slacks. If the company has a policy that employees are not to borrow company equipment, don't try to take your typewriter home, even if you are going to work on company business. Rules are set down for a purpose, follow them.

Number 3. Narrow interests and disloyalty. Employers expect you to have career goals and they will not object if you work to further them. However, your own interests cannot conflict with the goals of the company or interfere with your job performance. Matters that are handled at work are confidential and should not be discussed with outsiders.

Number 4. Lack of adaptability. Companies are constantly trying to upgrade their efficiency. Just because you learned to do a job a certain way does not mean it is the only way it can be done, or even the best way. If your supervisor asks you to make procedural changes in your job or gives you additional responsibilities, do so without complaint. No matter how ineffective or inefficient you think the new procedure will be, be willing to give it a chance. If it is really as bad as you think, the management will soon discover that it is not working and will eliminate it. Accept the opportunity to learn new skills. The new skills may be helpful to you in the future.

Number 5. Lack of initiative. Initiative means the ability to start something on your own and finish it without constant supervision. If the employer did not think you were capable of doing the job, you would not have been hired. Of course, when you first start a job, no one expects you to do it without help. But you must be able to take over responsibility for the job yourself. Supervisors do not have time to constantly tell you what needs to be done next. A supervisor's time is more valuable than yours. Allow the supervisor to do his or her job, constant interruptions will interfere with the supervisor's efficiency as well as yours.

Number 6. Too little or too much ambition. There is nothing wrong with ambition. It helps motivate employees to do the best job possible. But moderation is important. If you appear too ambitious, you may become a threat to those around you. A supervisor who thinks you are after his or her job may decide to eliminate the competition.

Number 7. Misrepresentation and dishonesty. Several times it has been stressed in previous lessons that it is essential to be scrupulously honest when writing your resume and filling out employment forms. It is grounds for immediate dismissal to get a job on false pretenses. The same is equally true once you are employee. Give credit to others who have helped you on a project. Do not try to take credit for someone else's ideas or work. Also respect the equipment and supplies you work with. Equipment you work with does not become yours. At the present time, employee theft is a major problem for industry. Taking supplies or equipment that belongs to the company can get you in a lot of trouble. Not only do you risk getting fired, you can be held criminally responsible. Many employers are trying to solve the problem of employee theft by reporting it to the authorities.

You could receive a stiff fine or a jail sentence. It isn't worth it.

Number 8. Carelessness. This is the most insidious problem that can creep into your work habits. Sloppy work, lack of attention to detail, missed deadlines, and uncompleted assignments cost an employer money. Take pride in your work and resist the temptation to take shortcuts that adversely affect its quality. Once you have done a job for a while, it is easy to develop sloppy habits. Learn to periodically evaluate your performance. Make a conscious effort to improve your performance and manage your time.

Now look at the list of qualities that will help insure your success.

Number 1. Have a friendly and outgoing attitude. Treat everyone with respect and courtesy.

Number 2. Cooperativeness and leadership ability. These are both essential if you hope to move into a better job. Even if you think your job is insignificant, you can still use it as a springboard for more responsibility at a later date. Be willing to do a little more than is required of you. Always be willing to help others without constant complaint.

Number 3. Acceptance of company goals. Any employee that is not willing to go along with the goals that the company has set will not be able to advance. If you really disagree with the company goals, either work within the system to change them or find a job that meshes more closely with your expectations.

Number 4. Shows problem-solving ability and ideas. Think creatively. This is an area where you can make yourself indispensible to a company. If you can solve problems, save the company money, or come up with ideas that will improve service, it will be noticed. Employers are always looking for employees who make a significant contribution to the company.

Number 5. Self-starter, shows continual work improvement. This takes self-discipline. Take your responsibilities seriously.

Number 6. Knowledge of personal growth potential. Just as employers look carefully at the objectives on your resume, they also are impressed by employees who know what they can do and who works to make the most of themselves. The more work related skills you acquire, the more valuable you become to the company. Showing the desire to fulfill your potential will increase your chances for promotions as well.

Number 7. Honesty and ethics. Employers expect responsible conduct. The more trustworthy and dependable you are, the more likely you are to be given responsibility.

Number 8. Job skill. Take pride in your work. Quality work will be noticed. If you can be proud of what you do, you will find that you will enjoy your job more. Although it is important to satisfy an employer's expectations, it is even more important to set high goals and then try to fulfill the expectations you set for yourself.

Your assignment for this evening is to study the list of personal qualities that lead to dismissal. In your own words, list ten reasons for dismissal and give a specific example for each. Turn your assignment in to your instructor when it is completed.

Worksheet
Name________________________

FAILURE QUALITIES

1. Doesn't follow rules
2. Doesn't get along
3. Narrow interests, disloyalty
4. Lack of adaptability
5. Lack of initiative
6. Too little or too much ambition
7. Misrepresentation and dishonesty
8. Carelessness

SUCCESS QUALITIES

1. Friendly, outgoing attitude
2. Cooperativeness, leadership ability
3. Acceptance of company goals
4. Shows problem-solving ability and ideas
5. Self-starter, shows continual work improvement
6. Knowledge of personal growth potential
7. Honesty and ethics; responsible conduct
8. Job skill, pride in work

Unit G, Lesson 1, Tape 1
Introduction and Pre-Test

This is Unit G, Lesson 1, Tape 1 in the series entitled JOB SURVIVAL SKILLS. This lesson includes the introduction and pretest. These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and was funded by the illinois State Board of Education/Department of Adult Vocational and Technical Education - July 1982 to June 1983.

Sometimes people who had adequate technical skills for a job have trouble performing up to an employer's expectations. Perhaps they have trouble getting along with heir co-workers or their supervisors. Perhaps they do not demonstrate a positive attitude toward their job. Sometimes people have trouble communicating effectively with the people they have to work with. It is not enough to be a hard worker and perform your job assignment well. Most people who lose their jobs are fired because they have trouble working with co-workers or supervisors or because they do not show a good work attitude.

In this unit you will explore ways to survive a job after you are hired. In Lesson 2 you will learn the importance of spoken and written communication aptitudes in a communication skills survey. Lesson 3 covers skills in following directions. Lesson 4 will introduce you to some of the problems

Unit G, Lesson 2, Tape 2
Job Survival Skills
"Effective Communication Skills"

Objective: Student will be able to analyze their ability to communicate with others effectively and comfortably.

Students will organize information in written communication.

Activities:

1. Communication Survey Sheet
2. Letter to Employees - 1st Version
3. Letter to Employees - Revised Version

This is Unit G, Lesson 2, tape number 2, in the series JOB SURVIVAL SKILLS. This tape is entitled EFFECTIVE COMMUNICATION SKILLS. These materials have been developed as part of the project "Working at Time-Saving in Education, an Innovative Delivery System in Vocational Education," offered by The Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult Vocational and Technical Education, July 1982 to June 1983.

Most people who have jobs need to communicate with others. Some jobs require communication with customers, but most jobs require you to communicate with your co-workers at least some of the time. All jobs require good listening and good communication skills to get along with a supervisor or employer. This lesson covers three important areas of communication. #1. Your self-image effects your communication. #2. Organization is important in spoken communication. #3. Written communication must be clear and concise. Remember, poor communication results in inefficient work and costly mistakes.

SELF-IMAGE AND COMMUNICATION. It seems strange that your self-image can interfere with your communication with others, but people who feel good about themselves can talk to others without feeling uncomfortable. They can take constructive criticism without feeling personally threatened. People with good self-concepts are willing to admit it when they have made a mistake and they will try to correct the mistake without blaming others. These people are usually good listeners because they care about what the other person is saying to them. They are not afraid to ask questions if they are not sure what is expected of them. In this way they avoid making mistakes.

Take out the communication Survey Sheet. It is important to answer the questions honestly. There are no right or wrong answers to this exercise. Put a check mark in the box marked frequently if you would answer the question always or most of the time. Put a check mark in the box marked seldom if you would answer the question "no" more often than "yes."

Question #1. Do you have trouble concentrating on what others are saying to you? If you frequently feel this way, mark frequently. If it is unusual for you to feel like this, mark seldom.

Question #2. Does it make you nervous to talk to others?

Question #3. Do you get angry if people criticize your work?

Question #4. Do you get impatient when someone tries to explain something to you?

Question #5. Do you think other people are bored when you talk to them?

Question #6. Do you hate to admit that you are wrong?

Question #7. Do you usually dominate conversations with others?

Question#8. Does it make you uncomfortable to let others know how you feel about what they are saying?

Question #9. Do you feel you are easily taken advantage of?

Question #10. Do you feel people get angry with you easily?

Question#11. Do you avoid asking for further information when you do not understand instructions?

Question#12. Do you assume people understand what you are trying to explain?

Look at your answers to the survey. Count the number of boxes marked frequently. (pause) Now count the boxes marked seldom. (pause) People who have a majority of boxes marked frequently may have some trouble communicating with others. If you are one of these people, you may be shy. Perhaps you are afraid that other people will criticize you or make fun of you. If you answered frequently in many of the boxes, be aware that good communication will require some extra effort on your part.

Section II - Skills in Spoken Communication.

Spoken communication often involves giving clear and concise instructions. This is a difficult skill and before you can give instruction to someone else, you must know yourself exactly what steps to follow, and in what order they should be given. This means planning what you are going to say before you explain a procedure to someone else. Remember, if you have to give instructions to someone, take time to plan what to say. Write down each step in order. Does your list make sense? This will help you to remember the proper sequence. On the other hand, if you are following spoken directions, it is smart to take notes. Your list of instructions will help you follow the directions correctly. If you do not understand what you are to do, be sure to ask questions. If the person giving the directions is covering the steps too quickly, ask them politely to slow down. After the instructions are given, repeat them back again. This will help you remember what to do and the person who is giving the instruction will have the opportunity to check how well you understand each step.

Section III - Written Communication Skills.

Written communication is also important in the work place. Examples of written communications are business letters, office memorandum and reports. Like spoken communication, written communication needs to be clear and to the point. The reader must be able to understand what the author has to say, because there is no chance for questions with written communication. Essential information must be included but unnecessary details should be left out. Business people do not have time to wade through a mass of unnecessary details that obscure the point of your message.

Please take out the exercise labeled "A Letter to Employees, 1st Version." Imagine that you have just received this letter. Read it to yourself while I read it aloud. When we finish reading the letter, answer the questions at the bottom of the exercise. Now answer the following questions with short answers. One or two words are enough.

Question #1. Could you tell if you received this letter promptly? Why or why not?

Question #2. When is the first meeting?

Question #3. When is the alternate meeting?

Question #4. Who should you notify if you cannot attend the meeting?

Question #5. What department does Samuel Jones work in?

Question #6. Is it acceptable to miss the first meeting?

Question #7. Where is the meeting to be held?

Question #8. Is this letter clear and concise?

Look at question #1. Could you tell if you received this letter promptly? No, you could not. The letter is not dated. Always date any business communications to avoid confusion.

Question #2. When is the first meeting? The letter says sometime next week, but you really don't know when the meeting is scheduled. Remember to include essential details.

Question #3. When is the alternate meeting scheduled? The answer is Friday at 3:00. But which Friday? Is it this week or next week? Remember that you must always include the day, date and time for any meetings referred to in business communications.

Question #4. Who do you notify if you cannot attend the meeting? Samuel Jones would be a correct answer. Sometimes it is sufficient to notify your supervisor if you cannot attend a meeting that all employees are expected to attend. Mr. Jones does not make this clear.

Question #5. What department does Samuel Jones work in? Samuel Jones did not include his department name so you have no idea where he works unless you know Samuel Jones personally. Be sure to include all necessary information.

Question #6. Is it acceptable to miss the first meeting? According to the first part of the letter, it seems you must be at the meeting, but an alternate meeting date makes this unclear.

Question #7. Where is the meeting to be held? You have no way of knowing.

Question #8. Is this letter clear and concise? Definitely not. If you were this employee, you would be more than slightly confused.

Take out the copy of "A Letter to Employees--revised version." Do the corrections make the letter easier to understand?

Everyone needs to communicate with others during their work time. Good communication skills are essential to succeeding on the job. Business communication needs to be organized, clear and concise. Poor communication results in inefficient work and costly mistakes. MUSIC

Unit B, Lesson 2, Tape 2
Name______________________

Communication Survey Sheet

		Frequently	Seldom
1.	Do you have trouble concentrating on what others are saying?		
2.	Does it make you nervous to talk to others?		
3.	Do you get angry if people criticize your work?		
4.	Do you get impatient when someone tries to explain something to you?		
5.	Do you think other people are bored when you talk to them?		
6.	Do you hate to admit you are wrong?		
7.	Do you usually dominate conversation with others?		
8.	Does it make you uncomfortable to let others know how you feel about what they are saying?		
9.	Do you feel you are easily taken advantage of?		
10.	Do you feel people get angry with you easily?		
11.	Do you avoid asking for further information when you do not understand the instructions?		
12.	Do you assume people understand what you are trying to explain?		

A Letter to Employees, 1st Version

Dear Employee,

As you know, there has been some confusion over the upcoming holiday schedule. A meeting has been scheduled next week to discuss the problem.

Since this schedule change will affect all employees, you are required to attend. If it is impossible to attend the meeting, prior notification is required. A meeting will be held on Friday at 3:00 for all those who will not be able to attend the first meeting.

Bring any schedule conflicts with you so that an equitable solution to this problem can be arrived at.

Sincerely,

Samuel Jones

Letter to Employees--revised version

Date: December 2, 19__

Dear Employee:

As you know, there has been some confusion over the upcoming holiday schedule. A meeting has been scheduled for Friday, December 10th in the company cafeteria to discuss the problem.

Since this schedule change will affect all employees, you are required to attend the meeting. If it is impossible to attend the meeting, notify my office. The phone number is extension 213. We will send you a copy of the revised holiday schedule if you cannot attend the meeting. Bring any schedule conflicts with you to the meeting so that an equitable solution to this problem can be arrived at.

Sincerely,

Samuel Jones
Department Supervisor
Department of Personnel

Unit G, Lesson 3, Tape 3
Job Survival Skills
Following Directions

Objectives: Student will identify the steps in following directions. Students will understand that following directions can be confusing. Students will listen carefully to instructions.

Activities: T-puzzle

Listening exercise

This is Unit G, Lesson 3, Tape 3 in the series JOB SURVIVAL SKILLS. This tape is entitled FOLLOWING DIRECTIONS. These materials have been developed as part of The Project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by The Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult Vocational and Technical Education - July 1982 to June 1983.

Any job requires good listening skills. You will be required to follow instructions that your supervisor gives you. If you do not follow directions well, you will have problems doing assignments completely and correctly. Many workers lose their jobs because they can not follow instructions.

You will be given two opportunities to see how well you follow directions. One is fairly easy and one is quite difficult. In both cases be careful to follow the directions exactly as they are given. Concentration is the secret to following directions. When someone is explaining a procedure or giving you an assignment, you need to give them your full attention. Think about what is being said. If you do not understand exactly what is expected of you, ask for clarification. Do not wait until you are in the middle of a job to find out directions that were not clear.

The first assignment is to complete a figure that I will describe. There are pieces of the puzzle in your kit for the assignment. Take them out and put them on your lap board. You should have four puzzle pieces. Your completed puzzle should look like a capital T. Whenever necessary, stop the tape recorder and complete the directions.

Step 1. Take the longest rectangular puzzle piece and put it at the bottom of your lap board. The shortest side of the piece should be at the bottom. The side with an angle should be at the top and the angle should slope down toward the bottom right of the lap board. If you have trouble, rewind the tape and listen to the directions again.

Step 2. There are 2 5-sided pieces in the kit. One of these has a "V" pointed in and one has a "V" pointed out. Take the piece with the "V" going in. Hold the piece so the "V" is on the right and the longest side is at the top. Give the puzzle piece a slight turn moving the "V" clockwise until the short side of the "V" lines up with the right side of the first piece and the bottom of piece #2 fits against the sloping side of piece #1.

Step 3. Find a piece that is shaped like a triangle with a point missing. The puzzle piece should have four sides but one of the sides is very short. Put the piece on the lap board with the missing point on the right and facing down. The short straight leg of the triangle should be on your right. Put the angled side of the piece against the longest angled side of piece two on your lap board. The tiny leg of piece three should meet exactly against the long leg of the "V" in piece two. The sharp point of the triangle should extend beyond puzzle piece two about one inch at the top and should be pointing to the left side of the lap board. Your puzzle should now look like an upside down capital "L". The short leg of the "L" should be at the top of your puzzle and should be pointing toward the right.

Step 4. Take the last puzzle piece. It should look a little like a rectangle with an inverted "V" on one side. The "V" should exactly fit into the angle at the top left side of the puzzle. Slide puzzle piece four into this opening with the shorter leg of the "V" toward the top. The shortest straight leg of the rectangle should be on your left. The puzzle should now look like a capital "T". If it does not, rewind the tape and listen to the instructions again.

Look at the completed puzzle. It looks easy to put together, but sometimes directions for something that looks fairly easy are quite complicated. When you are listening to instructions, remember the importance of keeping track of each step in order. Take notes if necessary to help you remember exactly what you are to do. Put away the puzzle pieces. Take out the plain piece of paper from the kit and a pen or pencil. (Pause 45 seconds)

This is the 2nd exercise in this lesson. You are going to be given a series of instructions. Follow them exactly. Do only what you are asked to do exactly as you are asked to do them. You will need a pencil or pen to complete this assignment.

Step #1. Put your name in the top right hand corner of the page.

Step #2. Write your age in Arabic numerals in the bottom right hand corner of the paper.

Step #3. Draw two small circles next to your name.

Step #4. Listen to the rest of the directions.

Step #5. Make an X in the middle of the paper.

Step #6. Write the word one below the X.

Step #7. Make two boxes to the left of your name.

Step #8. Add 3 plus 5 plus 8 and write the answer on the right side of the X.

Step #9. Write the date of Independence Day in the upper left hand corner of your paper.

Step #10. You should have ignored all of the instructions after #4. Step #4 said, "Listen to the rest of the directions." To have completed the assignment correctly, your name should be in the upper right, you age should be written in numerical form on the bottom right of the page and there should be 2 circles next to your name.

Following directions effectively requires concentration. You need to listen carefully and think about what is being said. If you have questions, ask for clarification before you begin doing the job. You may find it helpful to write down the directions as your supervisor gives them to you. That way, you can refer to your notes if you forget exactly what you should do.

Unit G, Lesson 4, Tape 4
Job Survival Skills
Seeing Things as Others See Them

Objectives: Students will be able to define perception. Students will understand that different perceptions may cause ication problems in interpersonal relationships.

Activities: Analysis of case studies.

Materials: Worksheet "Perception--3 Situations"

This is Unit G, Lesson 4, Tape 4 in the series JOB SURVIVAL SKILLS. This lesson is entitled "SEEING THINGS AS OTHERS SEE THEM." These materials have been developed as part of the project "Working at Student Time-Saving in Education, an Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/ Department of Adult, Vocational and Technical Education - July, 1982 to June, 1983.

Sometimes it is hard to understand what people expect of us because we all see the world from our own perspective. If you are told to come to work early one morning, what time would you come? If you normally start work at 9:00 and you arrive at 8:55, you are early. However, if your boss expected you to come early so there is time to discuss a job problem before work starts, 8:55 would be late. Perhaps the boss thought you should have come at 8:00. Both 8:55 and 8:00 are earlier than 9:00 but two people can view the time 8:55 differently.

Each of us sees differently. Our perspective is unique. If you wish others to understand you, you must explain things in detail. You cannot expect others to read your mind. If you are going on a fishing trip with a friend and you decide to leave early on Saturday morning, what time would you meet your friend? Is 5:00 early; is 9:00 early? How would you feel if you were ready to leave for your fishing trip at 6:00 and your friend arrived at 10:00? Probably you would be angry. But if your friend works nights and doesn't get off work until 6:00 a.m., he or she might feel that 10:00 in the morning was early. After all, that only allows your friend a few hours sleep. If the two of you had decided on a specific time, the fishing trip would have gotten off to a better start.

Perception is personal. Each of us has our own values and priorities. Look at the situtation of Robert and Mr. Armstrong. Robert works at Mr. Armstrong's Floral Shop. He is scheduled to work until 3:00. At 3:30, he has an appointment to meet a friend at the bowling alley. At 2:30, Mr. Armstrong asks Robert to work until 5:00. One of the employees is sick and Mr. Armstrong is having trouble getting the arrangements finished for a wedding that evening. Robert refuses to work because he knows his friend will be angry if he does not show up at the bowling alley until 5:30. Mr. Armstrong gets angry because he needs to finish the arrangements for the wedding. He feels he is being fair to ask Robert to help out in this emergency and he has told Robert he can-leave 2 hours early the next day. Who is right in this situation? Well, in a way both Mr. Armstrong and Robert are. Mr. Armstrong feels that as an employer, he can ask Robert to work extra hours in an emergency. It is no one's fault that someone got sick, but the work must still be completed by the deadline. Robert feels he has an obligation to meet his friend. He feels that keeping his appointment is important and he values his friend's feelings. Both Mr. Armstrong

Unit G, Lesson 6, Session II, Tape 7
Job Survival Skills
Getting Along with Your Employer

Topic:	Review of interpersonal skills needed to get along with supervisors.
Objective:	Student will be able to list the nine characteristics workers need for good employer/employee relations and apply these criteria.
Activity:	List nine characteristics Complete worksheet
Materials:	Review worksheet, "Getting Along With Employers"

This is Unit G, Lesson 6, Session II, Tape 7 in the series JOB SURVIVAL SKILLS. This lesson is entitled "Getting Along with Your Employer." These materials have been developed as part of the project "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/ Department of Adult, Vocational and Technical Education, July, 1982 to June, 1983.

How well do you remember the qualities that employers expect of effective employees? In the last session you learned nine characteristics that good employees should demonstrate. Can you remember all nine of them? (Pause) Employers expect the following characteristics in their employees:

1. Good technical skills
2. Loyalty
3. Enthusiasm
4. Dependability
5. Honesty
6. The ability to accept criticism
7. Willingness to learn new skills
8. Initiative
9. Taking responsibility without making excuses

Take out the review sheet in your kit labeled "Getting Along with Your Employer" and a pencil or pen. (Pause)

Listen to each situation. Decide which quality you think is being demonstrated. Pick the best answer. Fill in the correct letter in the blank.

Question #1. Sally has only worked at Benson's Office Supply Company a few days. She is having trouble understanding Mr. Benson's filing system. Marge has been a secretary for Mr. Benson for three years. She tells Sally, "The filing system is confusing if you are not used to it, but it really isn't too difficult once you understand how Mr. Benson set it up. I'll be glad to help you with it if you are having trouble." Marge is showing a) dependability b) honesty c) willingness to learn a new skill d) enthusiasm.

Question #2. Andrew is at a party with some friends. His friend Bill says, "Your boss must be a crook. Look at how much he is charging for his furniture. I read that furniture dealers mark up their prices 100%. What a rip-off." Andrew replies, "Our furniture is really a good buy. It is excellent quality. We guarantee everything we sell. We take it back if the customer isn't satisfied. Sometimes we lose money on our guarantees because we can't send that piece of furniture back to the factory. There are many expenses in running the business that people don't think about." Andrew is showing a) initiative b)loyalty c) dependability d) responsibility without making excuses.

Question #3. John had been asked to finish collating a set of reports before leaving the office. He was listening to the ball game on the radio. He was so interested in the ball game that he didn't work as quickly as he might have. When it was time to leave, John was not finished. When his supervisor asked him why the job was not done, John said, "You didn't give me enough time to do it. John is a) being enthusiastic b) using technical skills he is good at c) avoiding responsibility by using an excuse d) being dependable.

Question #4. Jane is at a party. She starts to leave at 10:00. "Oh, stay longer," her friends say. "It is still early." "I'd love to stay," Jane replies, "but I promised my boss I'd be into the office early tomorrow. He is expecting me to be there to open up." Jane is a) willing to learn new skills b) willing to accept criticism c) taking initiative d) being dependable.

Question #5. Adam had worked at the book bindery for four months. He noticed that people were getting in each others way when they were moving the boxes of completed books to the conveyor belt. He worked out a new traffic pattern that allowed workers to get the boxes of books to the conveyor belt more quickly and without bumping into each other. Adam is showing a) initiative b) dependability c) willingness to learn new skills d) honesty.

Question #6. Joseph has been assigned to use the new computer the office has just received. He will have to attend two training sessions to learn how to use it. Joseph thinks that the ability to use the computer will help him move up in the company. He sees this as a real opportunity for advancement. Joseph is a) using an excuse to avoid responsibility b) using his technical skills c) willing to learn new skills d) being honest.

Question #7. Alison has been asked to take a company car and deliver some important letters to the post office and to buy some stamps while she is there. She is to do this errand on company time. After she finishes at the post office, Alison passes a dress shop. There is a cute sweater in the window. Alison decides to stop at the dress shop and see how much it costs. She tries the sweater on and decides to buy it. Alison is being a) responsible without excuses b) dependable c) dishonest d) disloyal.

Question #8. Beth had spend three days writing a report about an upcoming conference. When her supervisor read the report, she pointed out that the meeting date had been changed and one of the speakers was no longer able to attend. Beth said, "I'm sorry. I should have checked with you to see if the information I had needed updating. I will make the corrections right away." Beth is a) taking initiative b) accepting criticism gracefully c) being dependable d) showing enthusiasm.

Question #9. Christopher has just gotten a job in an office. The supervisor showed Chris around. Chris says, "I see I will be working on a standard model ZR3. I used one of those at the last place I worked. I should be able to start using it without a long training program." Chris is demonstrating a) technical skills b) dependability c) using an excuse to avoid responsibility d) honesty.

Check your answers. Correct any of the answers that you miss.

The correct answer to Question #1 concerning Sally and Marge is d) enthusiasm. Marge is being pleasant and helpful.

Question #2. The correct answer is b. Andrew is being loyal to his company by helping to clear up his friend's misconceptions.

Question #3. John is avoiding responsibility by using an excuse. The correct answer is c. John should have been giving his full attention to the job of collating the reports instead of listening to the ball game.

Question #4. The correct answer is d. Jane is keeping a promise and arriving at work on time. She is showing that she is dependable.

Question #5. Adam is showing initiative. The correct answer is a. Adam has worked out a way to make his job easier and more efficient.

Question #6. The correct answer is c. Joseph is willing to learn new skills. He may be right that this is a good opportunity to prepare for a promotion.

Question #7. The correct answer is c. Alison is being dishonest by shopping on company time.

Question #8. The correct answer is b, accepting criticism gracefully. She is taking responsibility for her mistake without blaming others.

Question #9. The correct answer is a. Chris is demonstrating that he is already familiar with the office equipment. He has the technical skills to do the job.

How well you work on the job is important. Employers expect their employees to work efficiently and well. They expect loyalty from their workers. Employees should be enthusiastic, dependable and honest. When a worker makes a mistake, he or she should be willing to take criticism gracefully and without belligerence. On the job, an employee should show initiative and be willing to learn new skills. Finally, all employees are expected to take responsibility for their actions without making excuses.

Unit B, Lesson 6, Session II, Tape 7
Name______________________________

Getting Along with Your Employer
Worksheet

Directions: Decide which quality you think is being demonstrated in each situation. Pick the best answer. Fill in the correct letter in the blank.

1. Marge is showing _______________.

    a. dependability

    b. honesty

    c. willingness to learn a new skill

    d. enthusiasm

2. Andrew is showing _______________.

    a. initiative

    b. loyalty

    c. dependability

    d. responsibility without making excuses

3. John is _______________.

    a. being enthusiastic

    b. using technical skills he is good at

    c. avoiding responsibility by using an excuse

    d. being dependable

4. Jane is _________________.

    a. willing to learn new skills

    b. willing to accept criticism

    c. taking initiative

    d. being dependable

5. Adam is showing ________________.

   a. initiative

   b. dependability

   c. willingness to learn new skills

   d. honesty

6. Joseph is ________________.

   a. using an excuse to avoid responsibility

   b. using his technical skills

   c. willing to learn new skills

   d. being honest

7. Alison is being ________________.

   a. responsible without using excuses

   b. dependable

   c. dishonest

   d. disloyal

8. Beth is ________________.

   a. taking initiative

   b. accepting criticism gracefully

   c. being dependable

   d. showing enthusiasm

9. Chris is demonstrating ________________.

   a. technical skills

   b. dependability

   c. using an excuse to avoid responsibility

   d. honesty

Unit G, Lesson 7, Tape 8
Job Survival Skills

Topic:

Objective:

Activity:

Materials:

This is Unit G, Lesson 7, Tape 8 in the series entitled JOB SURVIVAL SKILLS. These materials have been developed as part of the project "Working at Student Time-Saving in Education, an Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education - July 1982 to June 1983.

Surviving a job after you are hired is not dependent only on the technical skills needed to perform the job. Employers expect their workers to demonstrate good communication skills and positive work attitudes.

In this unit, you have worked on spoken and written communication skills. You have had to follow directions. You should be aware that the perceptions of a situation can be different to different people and that this can cause problems among co-workers or between a supervisor and an employee. You should be familiar with the characteristics that employers expect their employees to demonstrate on the job. You should be able to identify whether you are solving a problem or merely giving an excuse.

Take out the post-test included in your Job Survival Kit. You will need a pen or pencil to complete this assignment. (Pause) Follow the tape as it reads the questions and allows time to answer. If you are not sure of the answers, go ahead on the tape for the next question. You will be given extra time at the end of the test to review your answers or to answer ones you left blank.

Unit G, Lesson 7, Tape 8
Name______________________

UNIT G POST-TEST

Directions: Circle the best answer.

1. A good definition of perception would be:

   a. The way we see things around us.
   b. The things we value.
   c. The people we dislike.
   d. The exact way a situation happens.

2. Joshua works for Mrs. Ashton. Mrs. Ashton thinks that Joshua's most important job responsibility is to make sure that office typewriters are cleaned the first thing every morning. She is angry that Joshua almost always goes to the mail room before he cleans the typewriters. Joshua thinks that his most important job responsibility is to get the mail and distribute it to each of the offices the first thing each morning. He doesn't see why Mrs. Ashton is unhappy with the way he organizes his initial work time.

   This situation demonstrates a problem with ________________.

   a. dependability
   b. loyalty
   c. perception
   d. honesty

3. Most people are fired from their jobs, because

   a. they do not have the technical skill to perform the job properly.
   b. the boss does not like them.
   c. they are not smart enough.
   d. they have trouble getting along with their co-workers and supervisors.

4. Sally feels that her boss has been expecting her to complete more jobs than she is capable of handling in one day. She is expected to file all reports coming in from the regional offices. At one time there were only a few reports to be filed each day. Since the company expanded, there is a great deal of paperwork to sort and file. She has to make copies of each report and distribute them to each of the officials in the company directory. She is also expected to answer the phone and take care of all correspondence coming into her office. How should Sally handle this problem?

   a. She should quit her job.
   b. She should only talk over her problem with her co-workers.
   c. She should show only positive feelings to her boss so that she won't get fired.
   d. She should tactfully express her negative feelings to her boss.

5. Irene has been given a job to do by her supervisor. Her supervisor has explained how to do the job but Irene is not sure she understands what to do. She should

   a. get another employee to help her with the job.
   b. act as if she understands what to do and try to figure it our herself.
   c. ask the supervisor questions about the job to see if she really understands the directions.
   d. try to do the job but ask the supervisor every time there is a problem.

6. A worker said: "I'm tired of making excuses when I fail to complete an assignment on time. I am causing myself more problems than necessary. What I need to do is get better organized." Which of the following statements does not agree with this attitude?

   a. Excuses can be habit forming.
   b. People who make excuses for themselves may really start to believe the excuses.
   c. Workers who use excuses never really give themselves a chance to succeed.
   d. Making excuses helps you keep your job.

7. When workers do only their jobs and will not help others:

   a. the workers may have problems finishing their individual jobs and office efficiency is reduced.
   b. the workers are working toward an organizational goal.
   c. everyone is able to satisfy their personal needs.
   d. the workers are demonstrating a good example of interpersonal cooperation.

8. Which of the following statements illustrate communication skills influenced by a positive self-image?

   a. It makes me nervous to talk to others.
   b. People seem to get angry with me easily.
   c. I don't mind asking for further information when someone is giving me instructions.
   d. I get angry when other people criticize me.

9. When receiving instructions:

   a. it is helpful to take notes.
   b. look intelligent even if you are not sure you understand.
   c. don't interrupt someone who explains instructions too quickly.
   d. it is not a good idea to restate the instruction in your own words.

10. Written communications should be clear and concise. Which statement does not agree with this statement?

   a. All written business communications must be dated.
   b. The longer a business letter is, the more effectively it communicates.
   c. Written communications are less effective than spoken communications.
   d. Written communications are not important in the business community.

(Pause 90 seconds for review purposes)

When you complete this test, raise your hand so that the instructor can collect the test. Then sit quietly until further directions are given to you.

Unit G, Tape 5, Lesson 5
Job Survival Skills
Getting Along with Your Co-Workers

Objectives: Student will recognize that feelings influence actions on, as well as off, the job.

Students will understand that hidden feelings sometimes motivate behavior in interpersonal relationships.

Students will be able to identify positive and negative expressions of feelings.

Activity: Case Study

This is Unit G, Lesson 5, Tape Number 5 in the series JOB SURVIVAL SKILLS. This tape is entitled "Getting Along with Your Co-Workers." These materials have been developed as part of the project - "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult Vocational and Technical Education - July 1982 to June 1983.

Everyone has to work with others. It is a vital part of job survival to learn to cooperate with the people who work around us. There are times when you will be tired, irritated, frustrated or angry on the job. How you handle these feelings will have a great deal to do with your success on the job. Learning to control your emotions and learning to understand the feelings of others is a part of a good work attitude.

More people lose their jobs because they cannot handle interpersonal relations well than for any other reason. You must remember that people bring their feelings to work with them. People's emotions affect how they act. If you can learn to express your feelings in a constructive way, you are more likely to have good relations with those you work with.

Getting along with your co-workers has two important consequences. First, any business requires teamwork. If employees do no cooperate, efficiency is reduces. Maximum production is not possible if business personnel are unable to get along. The second consequence of good interpersonal relations with co-workers is emotional stability. If you have to spend 6, 7, or 8 hours a day with people you cannot communicate with or in a situation where you are ostracized, made to feel inferior or constantly angry, the emotional effects can be devastating. These feelings can interfere with your job efficiency and actually make you physically ill.

All people have feelings on and off the job. Often problems between employees or between employees and their supervisors result when people do not understand other people's feelings. If you are able to express your feelings in a tactful way, you will make it easier for others to understand you.

It is always easier to get along with people who are happy and pleasant to be around. A smile is always appropriate. You know that you would rather be around people who seem glad to be with you. We all need to be liked and be respected. Landing a job is no guarantee that you will like the people you have to work with but everyone deserves to be treated pleasantly and with respect.

Try to have a positive attitude. People are usually about as happy as they decide to be. If you are convinced you are going to have a terrible day, you probably will. An attitude of doom and gloom quickly rubs off on those that are around you. Expressing a positive attitude will make your job seem easier.

Be willing to be helpful. No job is so demanding that there is not time to help someone who needs it. Occasionally everyone runs into a problem at work that they cannot solve alone. People who are self-assured are not afraid to share their experience or abilities with someone else. That does not mean that you have to do someone else's job to the detriment of your own responsibilities. Do not be so available that you get behind in your own job. Try to help find a solution to a problem rather than do the job yourself.

A genuine interest in others is important in getting along with people. If you only think about your own perspective on a problem, you limit how well the problem can be solved. Try to understand how others feel. Really listen when others talk to you, Be sincere in your interest. Respect confidences and be positive in your comments about others.

Think about ways that people can express their feelings in a positive or negative way. For instance, Mark had worked as a salesclerk at The Record Roundup for 2 months. When a sale was made, Mark had to fill out an inventory form so his co-worker Tom could update the tally on the ordering sheet. Mark had trouble remembering to fill the form out after each sale. Sometimes he left off the customer's address. The form was confusing and he did not always fill it out correctly. One day, Tom came out to the sales desk, carrying a handful of inventory slips. Mark was waiting on a customer.

"You dummy," said Tom. "How many times do I have to show you how to fill this form out. Any ten year old could do it. Listen, stupid, if you don't start doing these forms right, I'm going to report you to the boss!"

How do you think Mark felt? (Pause) Not only did Tom use insulting language and call Mark names, he did it in public. Mark was humiliated in front a customer. Mark was ready to throw the stack of inventory slips in Tom's face and quit immediately.

What could be done about this situation? In the first place, Tom had no reason to discuss this matter with Mark in front of a customer. Criticism is hard enough to take without being confronted with it in front of others. Mark's mistakes were making it impossible for Tom to order the proper records or keep the mailing list up to date. He was justifiable angry because he was not able to do his job properly. But Tom has only managed to antagonize Mark. If the problem isn't solved, either Tom or Mark or both of them may lose their jobs. But right now Mark has no desire to cooperate with Tom.

Tom could have handled the problem in a more positive way. First, he should have noticed that Mark was busy. He could have asked Mark to stop by his desk when it was convenient to talk over a problem. That way the problem could have been discussed when it did not interfere with anyone's work schedule. Tom did not have to antagonize Mark by calling him stupid or dumb. He might have said, "I notice you are having problems filling out the inventory slips. These slips are important because we use them to reorder records that are almost out of stock. If the inventory slips are not filled out properly, it makes it impossible for me to do my job properly. When you do not put the customer's name and address on the slip, we lose those names from our mailing list. Our customers expect to be notified when we are having special sales and we need those names to mail out our advertising. Let's see what you don't understand, perhaps I can help you."

Mark may not have understood the importance of filling the form out correctly. When a job just seems like extra work for no reason, it is harder to try to do an efficient job. Tom was being more constructive by offering to help Mark. His statement, "let's see what you don't understand," makes Mark feel less antagonistic than "any ten year old could do that."

When working with others, it is better to describe what you don't like or what makes you angry than to make statements that begin with "you always..." or "you never...." You might say, "it makes me feel angry when you don't get to work on time because I have to handle your customers as well as my own." If you said, "You're always late, you're nothing but lazy and irresponsible," your co-worker would feel much less cooperative.

There are times when it its better not to express your feelings. Sometimes it is better to keep your emotions under control. Use good judgment to analyze the situation. Has the problem become acute or is this the first time it happened? Is the other person under extra stress or not feeling well? Does the problem really interfere with your ability to do your work well? You must decide how serious the problem is before confronting one of your co-workers.

If you decide to express your feelings, be as positive as possible. You need to be aware of the consequences of expressing your feelings in a negative way. You could ruin friendships with your co-workers. You may get a reputation for being hotheaded and a trouble maker. People may avoid you or stop being as friendly. You could create a situation that puts everyone on edge. Most drastic, you could get fired.

Finally, you need to be willing to accept responsibility for your actions. It is seldom one person's fault that a problem exists. Blaming others may be a way to avoid your own responsibilities. Do what you can to help find a solution to the problem.

As we have seen, cooperation among workers is an important part of a job. Remember how people feel about their co-workers directly affects the quality of their work. No job can be fun all the time, but it is important to make it as pleasant as possible. As a member of a work team, you must do your part to create a healthy and helpful atmosphere, just as the others must do their part. If there is a problem, do not act in a rash and unthinking way. Instead, consider you actions. After giving it some thought, if you still feel it is necessary to say something, be as pleasant as possible. Consider the other person's feelings and say no more than necessary to make your point. Remember, cooperation and a good attitude go hand in hand with your job success.

Unit G, Lesson 6, Tape 6
Job Survival Skills
Getting Along with Your Employer

Topic: Nine characteristics employers can expect from their employees.

Objective: Students will be able to list nine important characteristics of a good employee.

Activity: Analyze frequently used excuses.

This is Unit G, Lesson 6, Tape Number 6 in the series JOB SURVIVAL SKILLS. This tape is entitled "Getting Along with Your Employer." These materials have been developed as part of the project "Working at Student Time-Saving in Education, An Innovative Delivery System in Vocational Education," offered by the Department of Industry and Technology at Northern Illinois University and funded by the Illinois State Board of Education/Department of Adult Vocational and Technical Education - July 1982 to June 1983.

Employers expect more than just adequate performance from their employees. Employees are expected to show certain attitudes. Just because you have the technical skill to do a job does not guarantee your work will be successful. Your ability to do well in a company will be judged on your behavior on the job as well as the successful completion of the final product you are working on.

What is expected of you by your employer? There are nine qualities that many employers say they want from their employees.

Number 1. An employer expects you to have technical skill to complete the job well. If you have been selective about the jobs you have applied for, you should be competent in the skills needed to do the job.

Number 2. Workers are expected to show loyalty to the company. Being loyal includes working hard and doing your best. You need to try to make the company look good to its customers. In essence, anyone from outside the company who has contact with you sees you as a representative of the company. The company's image rests in your hands. Loyal workers do not criticize the company to outsiders. You need to be concerned with what you can do for the company as well as being concerned with what the organization can do for you. In return you can expect the company to treat you fairly and with respect.

Number 3. Employees should be enthusiastic about their work. You should be willing to put in an honest day's work. Be willing to accept responsibility. Show an interest in what you are doing. By being helpful and pleasant to co-workers and supervisors, you help make the work place a more enjoyable place to be in. Of course, you may not be enthusiastic about the job all the time. All jobs involve some kind of drudgery and some dull tasks. Accept the frustrating and boring parts of the job without complaint. Workers who are not enthusiastic do only enough to get by. Take pride in your work and do a job you can be proud of.

Number 4. Employers can expect you to be dependable. It is reasonable for a supervisor to expect you to arrive at work on time. Frequent tardiness or unexcused absences can cost you your job. If you must miss work due to illness, call you supervisor. It is important that you are absent from work only when you are seriously ill. Finish your work assignments on schedule. Others may depend on your assignment to complete their job. If you promise to do something, keep your promise.

Number 5. Honesty is important from everyone who works for a company. Be willing to express your opinions tactfully and admit your mistakes. Honesty is expressed not only in what you say but in what you do. Employees should respect company belongings. This means being careful with equipment. It also means that company belongings belong to the company, not to the company employees. Petty thievery by employees costs companies tremendous amounts of money. Don't be tempted to take supplies home with you. The consequences may be serious. You may be fired and the company may press charges with the authorities. It is also honest to use your work time well. The company pays you to do a job efficiently and well. It is dishonest to sluff off on the job and see how much you can get away with.

Number 6. Be willing to accept criticism. It hurts to be criticized, especially if you have been trying hard to be conscientious. Accept the criticism gracefully. A belligerent attitude will not help. If you are being criticized, there is usually a good reason. If you disagree with a supervisor who is criticizing your work, tactfully present your point of view. If the supervisor still feels his or her criticisms are valid, be willing to change. Learn from the suggestions. Employees can use the criticism to improve the quality of their work. Your supervisor is still reponsible for the work you produce. You must follow the dictates of your supervisors, even if you don't agree with them. It is your responsibility to do what you are told to do.

Number 7. Employees should be willing to learn new skills. Change is often hard but be willing to take advice. If someone thinks they have a better or more efficient way of doing your job, be open-minded. Perhaps they are right. Be willing to learn from your own mistakes. Just because you fail at a job doesn't mean that you are a failure at life. Analyze what went wrong. Next time try to avoid making the same mistakes again. When you take on new responsibilities or have a new job to do, listen carefully and thoughtfully to instructions. Ask questions about anything you do not understand.

Number 8. Be willing to take initiative. Think about your job. Can you see a way it can be done better? Could the company cut costs if the job was done another way? Be willing to take a chance on new ideas. Why not make an appointment to talk to your supervisor? Explain your idea in concise language and explain why it would be helpful. Don't be offended if your idea is not accepted. There may be reasons why the changes you describe cannot be implemented. It is still important that you are thinking in terms of helping improve your job.

Number 9. Be willing to take responsibility for the job you are required to do. One way that people avoid responsibility is to make excuses for themselves. The more often one makes excuses for missed deadlines or poorly completed work, the easier the habit becomes. Some typical excuses are:

I didn't have enough time...

People just don't understand me...

If I was a "brain," I could do it...

If I'd had the chance to finish high school or college...

He or she really doesn't like me...

The boss is prejudiced against me...

If I could only do the job the way I wanted to...

I had too much else to do to finish...

These excuses help people to avoid taking responsibility for their actions. If you use these excuses frequently, you may begin to believe them. They will keep you from really doing the best job you are capable of. If your supervisor does not think you can do the job, you will not be asked to do it. Justify the confidence your supervisor has placed in you. Take out the worksheet labeled "How Do You Use Excuses?" Write a brief answer to each question.

1. What jobs do you avoid with excuses? (Pause)
2. What excuses do you use frequently? (Pause 20 seconds)
3. How could you avoid using excuses? (Pause)

When you are given an assignment, take time to plan how you are going to accomplish it. Make a list of all the things you will need to do to finish the job. Set up a series of deadlines for each point on the list. Force yourself to keep to your schedule. Mark off each item on the list as you complete it. If the tasks are frustrating or difficult, give yourself a reward, no matter how small, when you finish the task.

Do you remember the nine qualities that employers expect of effective employees? Take out the worksheet labeled "Criteria for Employees" and a pen or pencil. (Pause 30 seconds) List the 9 characteristics that employers expect from their employees. Use short answers. Leave the tape recorder running while you complete the worksheet. (Pause)

Employers expect the following characteristics in their employees:

1) Good technical skills
2) Loyalty
3) Enthusiasm
4) Dependability

5) Honesty

6) Ability to accept criticism

7) Willingness to learn new skills

8) Initiative

9) Taking responsibility without making excuses

Unit B, Lesson 6, Tape 6

Name ____________________

Getting Along With Your Employer

Directions: Write a brief answer to each question.

1. What jobs do you avoid with excuses?

2. What excuses do you frequently use?

3. How could you avoid using excuses?

Unit B, Lesson 6, Tape 6

Name____________________

Criteria for Employment

Directions: List the nine characteristics that employers expect from their employees. Use one word answers.

1.

2.

3.

4.

5.

6.

7.

8.

9.

PACKET #1
Contains Material Over:

a. place values

b. comparison of numbers

c. add, subtract, multiply, divide fractions

c. add, subtract mixed numbers

e. change mixed number to improper fraction

At the end of packet allow students extra time to complete worksheets if they are not already finished.

Hello Group!! My name is ________________________________

In the next few weeks I will escort you on a fantastic voyage into the amazing realm of MATHEMATICS.

Did you know that Russians have 10 fingers including thumbs? Did you realize that Australian aborigines have 10 toes? Egyptians and Romans knew this. Cave men knew this. I bet you did also!!

Please understand that long, long ago calculators didn't exist. Yet the needs of those early beings were not much different than yours. They needed ways to keep track of how few baths they took, how often they brushed their teeth, if they killed more dinosaurs than the Jones' next door, and how many boy or girl friends they had. There just had to be an easy method. Have you ever caught yourself counting on your fingers? Pretty handy, Eh?

Needless to say, some enterprising soul gave us what we call today our base 10 system of counting digits. For those of you who have a common disease called calculatoritis, let me remind you of the following: Should you locate a decimal point and move one place to the left you have arrived at what is known in mathematics circles as the ONES place!! (Refer to Packet #1 Explanations). Continuing one more place left we arrive at the TENS place, and if this pattern is continued we will find HUNDREDS, THOUSANDS, TEN-THOUSANDS, HUNDRED THOUSANDS, MILLIONS, get the picture? Good!!

Please understand that we can go to the right of the decimal point just as easily and locate TENTHS, HUNDREDTHS, THOUSANDTHS, TEN-THOUSANDTHS, and so forth. I wonder what ever became of ONETHS?

HEY!! You in the back seat, wake up!! This is GOOD STUFF!!

Getting back to business, it is your turn. Please find in front of you a worksheet that asks you to place the letter found above the digit next to the proper numerical place we have just been discussing. You will be given 3 minutes to complete worksheet #1.

[worksheet #1]

All done? Good! Now that some of the basics have been reviewed let us proceed to another idea. Suppose you had 100 dollars and were going to share it among 10 friends equally. How much would each friend receive? Suppose now one of those friends who received a 10 dollar bill wished to divide it equally among 10 kids at school. How much would each kid receive? Suppose one of these kids took his 1 dollar home and wanted to make ten equal piles of money from his dollar. In decimal form what coin would be found in each pile? Finally take each dime and break it down into 10 equal parts. In decimal form what would be in each pile?

The point of all this discussion is two-fold. First, when you divide whole numbers by a number greater than one the answer is a smaller number. Second, when you multiply whole numbers by numbers larger than one the answer is a larger number. Do you know what the answer would be if you divided or multiplied exactly by one?

Before you is a worksheet (#2) in which you place the proper sign in the blank to make the answer true. Use only greater than, less than, or equal to signs. You will be given 4 minutes to complete worksheet #2.

[worksheet #2]

Good, that was easy!! Let us now see how to work with numbers less than one and greater than zero. Fractions are defined as the ratio of two integers. In a normal or proper fraction the top number, called the numerator, is smaller than the bottom number, called the denominator. With an improper fraction the top is larger than the bottom. What do we call a fraction whose top number is exactly the same as the bottom number? When we multiply two proper fractions together the result is a smaller fraction. Remember that top numbers are multiplied together and bottom numbers are multiplied together. Your turn!! Try the next worksheet. Match answer with question. You have 4 minutes to do worksheet #3.

[worksheet #3] END OF SIDE #1

SIDE #2

Hello Again!! No help this time. Fill blank of next worksheet with correct answer. You have 3 minutes to do worksheet #4.

[worksheet #4]

Hey! We're moving right along! Good job!! Have you ever heard of a common denominator? That is when fractions have the same bottom number. The least common denominator or LCD is the smallest bigger number that any bottom numbers share. Sometimes one of the original bottoms may be the least common denominator. Boy! That sounded complicated! Let's check out an example. The bottom numbers 2 and 3 could both be changed into 6 or 12 or 18 or 24 etc. But 6 is the smallest choice of these bigger common denominators. Hence, we give it the name, least common denominator. Sounds like time for another worksheet. This time write down the least common denominator for each group of fractions. You have 3 minutes to do worksheet #5.

[worksheet #5]

Good job!! Now let's tackle an area that gives people fits, comparing fractions with the same and then different denominators. First the easy part. If fractions have the same bottom number then the largest fraction is the one with the biggest top number. So far so good. Now for the tougher part, what do we do if the bottoms are different? One solution is to change the different bottoms to the same bottom, that is the LCD, and then compare the newly created tops. The largest new top would be the largest fraction. A somewhat simpler approach does the following: visualize the fraction "a" divided by "b" and compare it to a fraction called "c" divided by "d". A process called Product of Extremes equals Product of Means allows us to cross multiply. That is multiply "a" times "d" and then "b" times "c", then the original fraction "a" over "b" is larger than the other fraction "c" over "d". Smaller is tested in a similar manner. Well, time to look at another worksheet!! Fill in blanks with proper greater than, less than, or equal to sign. You will have 4 minutes to do worksheet #6.

[worksheet #6]

Hi! Back again!! My are we going good!! So far we have reviewed whole numbers and fractions. Next item to tell you about are these things called mixed numbers. The name tells you exactly what it is. It's a whole number mixed with a fraction. Many times it's not so convenient to work with mixed numbers so people change these to improper fractions or decimals. Remember that improper fractions have the top number bigger than the bottom number. Recall how to change a mixed number to a fraction. We multiplied the whole number times the denominator and then added the top number. This number became our new numerator, keeping the original denominator. Hence the mixed number five and three tenths (5 3/10) becomes the improper fraction fifty-three tenths (53/10). Your turn!! Fill in the top number that makes all the mixed numbers equal to thecorrect improper fraction. You have 3 minutes to complete worksheet #7.

[worksheet #7] END OF SIDE #2

SIDE #3

Hello Again!! Still a few more ideas about fractions before we go on to the next topic. We still need to add, subtract, and divide fractions. The easiest of the above is dividing fractions. Simply invert or flip the fraction that is found after the division sign and change the problem to all multiplication signs. Some people call this process multiplying by the reciprocal or multiplicative inverse. Anyway if you take the fractions two thirds divided by five sevenths (2/3 - 5/7) you change that problem into two thirds times seven fifths (2/3 x 7/5). Try a few on the next worksheet. Fill in blank with proper answer to make the statement true. You have 3 minutes to complete worksheet #8.

[worksheet #8]

All done? Good! In order to add or subtract fractions we must have common denominators. First change both bottoms to the same number. Remember that whatever you did to the bottom number must also be done to the top number. Once all bottoms and tops are completed simply add or subtract, as the case may be, the top numbers and place answer over the common denominator. Let's do another worksheet to be sure you understand the idea. You will have 4 minutes to complete worksheet #9.

[worksheet #9]

Back again! Our last idea about fractions is to add and subtract mixed numbers. Really quite simple. Add or subtract the fractions separately, then add or subtract the whole numbers separately. Once this is done combine the respective answers to get the new answer. Try your hand at the next worksheet. Be careful, it's tricky! You have 4 minutes to complete worksheet #10.

[worksheet #10]

Guess what? That's all for now. Your instructor will probably give you a few minutes to complete all the worksheets and have you hand in your completed work. Good luck on fractions when the test rolls around.

[End of Lesson #1 and SIDE #3]

PACKET #1 EXPLANATIONS

Listen carefully to tapes and refer to below as needed.

MILLIONS	HUNDERD THOUSANDS	TEN THOUSANDS	THOUSANDS	HUNDREDS	TENS	ONES	DECIMAL POINT	TENTHS	HUNDREDTHS	THOUSANDTHS	TEN THOUSANDTHS
-	-	-	-	-	-	-	•	-	-	-	-

<------- LEFT RIGHT ------>

Go to worksheet #1

$\frac{15}{3}$ = 5 and 5 is smaller than 15.

15 times 3 = 45 and 45 is larger than 15.

$\frac{15}{1}$ = ?   15 times 1 = ?

Go to worksheet #2

$\frac{2}{5}$ is a proper fraction $\frac{2 \text{ is numerator}}{5 \text{ is denominator}}$ What is $\frac{5}{5}$ or $\frac{2}{2}$?

$\frac{5}{2}$ is an improper fraction $\frac{5 \text{ is numerator}}{2 \text{ is denominator}}$

$\frac{2}{3} \times \frac{5}{7} = \frac{10}{21}$ therefore $\frac{10}{27} < \frac{2}{3}$ and $\frac{10}{27} < \frac{5}{7}$

Go to worksheets #3 & #4

$\frac{2}{3}$ and $\frac{1}{3}$ have same common denominator 3.

$\frac{2}{3} = \frac{4}{6} = \frac{8}{12} = \frac{12}{18} = \frac{16}{24}$

$\frac{1}{2} = \frac{3}{6} = \frac{6}{12} = \frac{9}{18} = \frac{12}{24}$

6, 12, 18, 24 are all common denominators but 6 is the smallest of these common denominators so is called the least common denominator or LCD.

Go to worksheet #5

$\frac{5}{6}$ is greater than $\frac{2}{6}$ because 5 is bigger than 2.

$\frac{2}{3} = \frac{4}{6}$ and $\frac{1}{2} = \frac{3}{6}$ so $\frac{2}{3} > \frac{1}{2}$ because $\frac{4}{6} > \frac{3}{6}$

$\frac{a}{b} \times \frac{c}{d}$ by product of extremes equals product of means gives us a times d and b times c.

$\frac{4}{6} > \frac{1}{2}$ because $8 > 6$

$\frac{5}{7} < \frac{5}{6}$ because $30 < 35$

Go to worksheet #6

$5\frac{3}{10}$ is a mixed number because 5 is a whole number and $\frac{3}{10}$ is a fraction.

$5\frac{3}{10}$ becomes 50 + 3 or $\frac{53}{10}$ as an improper fraction.

Go to worksheet #7

$\frac{2}{3} \div \frac{5}{7}$ becomes $\frac{2}{3} \times \frac{7}{5}$

$\frac{5}{6}$ is reciprocal of $\frac{6}{5}$

Go to worksheet #8

$\frac{7}{10} + \frac{2}{5}$ becomes $\frac{7}{10} + \frac{4}{10}$ giving $\frac{11}{10}$ as answer.

Go to worksheet #9

$$\begin{array}{r} 5\,\frac{3}{5} \\ -2\,\frac{1}{5} \\ \hline \end{array}$$

$5 - 2 = 3$ and $\frac{3}{5} - \frac{1}{5} = \frac{2}{5}$

so answer is $3\,\frac{2}{5}$

Thanks for your cooperation!! Have a nice day!!

WORKSHEET #1

I.

A 387,612 B 618,903 C 427,618 D 763,290

E 903,429 F 870,032 G 2,176,438 H 7,406,073

I 3,416.097 J 6,943.0071 K 7.62357 L .00001

Place above letters in proper blanks below.

____ones ____ten-thousands _____hundredths

____tens ____hundred-thousands _____thousandths

____hundreds ____millions ____ten-thousandths

____thousands ____tenths

II. Now tell me what digit is in the indicated place

3,412 tens_1_ 6,421,989 hundred thousands____

418,037 ones____ .62015 thousandths____

61,325 ten-thousands____ 3.12 tenths____

4,072,939 millions____ 38,976.046 thousands____

2142 hundreds____ 38,976.04698 ten-thousandths____

III. What is the value of the underlined digit?

Example: 407,635 600

423,098 ______ 3,406,194 ______

620,719 ______ 49,621,003 ______

347,003 ______ 2,745,010 ______

WORKSHEET #2

> greater than

< less than

= equal to

Place correct sign in blank.

I.

48_<___84

403,219____390,214

36x8____36x10

46x1____1x46

14÷3____14÷5

39÷1____39÷0

37÷3____3÷37

0x0____0x10

1x0____0

627____736

6,407,239____6,407,239

42x13____42x2

.13x39____.13x29

26÷26____1

.19÷1____6÷1

512x1____512÷1

0÷5____0÷6

1÷1____1x1

5,249____4,952

7,717____7,771

50x50____49x50

.001x1____.001x3

27x1____27

15÷4____15÷5

46x0____1

1x0____1

.001x1____.001÷1

II. Circle number closest to given number

94 = [✓ 90] or 100

1,036 = 1,000 or 1,050

949 = 900 or 1000

381 = 370 or 400

987 = 990 or 980

20,495 = 20,490 or 20,500

.001 = .010 or .020

.015 = .010 or .020

.009 = .010 or .008

.101 = .009 or .110

.999 = .10 or 1.0

.00005 = .9999 or 1.0

WORKSHEET #3

Find answer below and place its letter in proper blank.

C $\frac{3}{4} \times \frac{1}{8}$

____ $\frac{7}{8} \times \frac{3}{4}$

____ $\frac{1}{12} \times \frac{5}{6}$

____ $\frac{2}{3} \times \frac{4}{5}$

____ $\frac{3}{16} \times \frac{7}{10}$

____ $\frac{7}{8} \times \frac{8}{9}$

____ $\frac{2}{15} \times \frac{3}{10}$

____ $\frac{6}{15} \times \frac{3}{6}$

____ $\frac{1}{4} \times \frac{1}{8} \times \frac{1}{2}$

____ $\frac{7}{8} \times \frac{8}{9} \times \frac{9}{10}$

____ $\frac{2}{3} \times \frac{5}{4} \times \frac{2}{5}$

____ $\frac{6}{7} \times \frac{1}{3} \times \frac{1}{5}$

____ $\frac{2}{15} \times \frac{3}{10} \times \frac{5}{6}$

____ $\frac{1}{2} \times \frac{1}{3} \times \frac{1}{6}$

____ $\frac{2}{7} \times \frac{3}{5} \times \frac{5}{6}$

____ $\frac{4}{5} \times \frac{4}{3} \times \frac{15}{16}$

____ $\frac{5}{4} \times \frac{3}{7}$

____ $\frac{1}{2} \times \frac{2}{1}$

____ $\frac{8}{3} \times \frac{5}{9}$

____ $\frac{2}{7} \times \frac{7}{2}$

____ $\frac{8}{3} \times \frac{4}{5} \times \frac{2}{3}$

____ $\frac{2}{1} \times \frac{3}{1} \times \frac{4}{1}$

____ $\frac{3}{2} \times \frac{2}{3} \times \frac{1}{4}$

____ $\frac{5}{5} \times \frac{4}{4} \times \frac{7}{7}$

A = $\frac{56}{72}$ or $\frac{7}{9}$

B = 24

C = $\frac{3}{32}$

D = $\frac{1}{3}$

E = $\frac{18}{90}$ or $\frac{1}{5}$

F = $\frac{21}{32}$

G = $\frac{1}{64}$

H = $\frac{1}{4}$

I = $\frac{15}{28}$

J = $\frac{5}{72}$

K = $\frac{1}{36}$

L = $\frac{21}{160}$

M = $\frac{1}{7}$

N = $\frac{40}{27}$

O = $\frac{6}{150}$ or $\frac{1}{25}$

P = $\frac{6}{105}$ or $\frac{2}{35}$

Q = $\frac{8}{15}$

R = $\frac{7}{10}$

S = $\frac{64}{45}$

T = $\frac{1}{30}$

U = 1

WORKSHEET #4

Example: $\frac{4}{16} = \frac{1}{4}$

Fill in blanks with missing number that makes equal fractions.

$\frac{2}{6} = \frac{1}{3}$

$\frac{6}{18} = \frac{\_\_}{3}$

$\frac{5}{15} = \frac{\_\_}{3}$

$\frac{6}{8} = \frac{\_\_}{4}$

$\frac{10}{25} = \frac{2}{\_\_}$

$\frac{12}{15} = \frac{4}{\_\_}$

$\frac{10}{45} = \frac{\_\_}{9}$

$\frac{8}{28} = \frac{\_\_}{7}$

$\frac{16}{24} = \frac{2}{\_\_}$

$\frac{30}{36} = \frac{5}{\_\_}$

$\frac{48}{108} = \frac{4}{\_\_}$

$\frac{30}{50} = \frac{\_\_}{5}$

$\frac{15}{5} = \frac{\_\_}{1}$

$\frac{36}{12} = \frac{\_\_}{1}$

$\frac{81}{9} = \frac{9}{\_\_}$

$\frac{64}{8} = \frac{8}{\_\_}$

$\frac{18}{9} = \frac{\_\_}{1}$

$\frac{\_\_}{3} = \frac{14}{21}$

$\frac{\_\_}{8} = \frac{9}{24}$

$\frac{1}{\_\_} = \frac{2}{12}$

$\frac{4}{\_\_} = \frac{36}{45}$

$\frac{\_\_}{3} = \frac{6}{9}$

$\frac{1}{\_\_} = \frac{3}{12}$

$\frac{\_\_}{9} = \frac{63}{72}$

$\frac{9}{6} = \frac{\_\_}{2}$

$\frac{14}{4} = \frac{\_\_}{2}$

$\frac{18}{8} = \frac{\_\_}{4}$

$\frac{28}{6} = \frac{14}{\_\_}$

$\frac{\_\_}{3} = \frac{40}{12}$

$\frac{\_\_}{3} = \frac{48}{9}$

WORKSHEET #5

Example: $\frac{3}{8}, \frac{1}{4}$ LCD is 8

Place least common denominator in blank provided.

$\frac{2}{5}, \frac{3}{10}$ LCD = __________

$\frac{7}{10}, \frac{1}{20}$ LCD = __________

$\frac{1}{2}, \frac{3}{14},$ LCD = __________

$\frac{5}{12}, \frac{5}{6}$ LCD = __________

$\frac{1}{12}, \frac{7}{8}$ LCD = __________

$\frac{1}{6}, \frac{3}{4}$ LCD = __________

$\frac{4}{9}, \frac{11}{12}$ LCD = __________

$\frac{1}{5}, \frac{1}{4}$ LCD = __________

$\frac{3}{5}, \frac{2}{7}$ LCD = __________

$\frac{1}{2}, \frac{1}{3}, \frac{1}{6}$ LCD = __________

$\frac{1}{2}, \frac{3}{8}, \frac{1}{16}$ LCD = __________

$\frac{3}{7}, \frac{1}{2}, \frac{1}{14}$ LCD = ____________

$\frac{5}{16}, \frac{1}{4}, \frac{1}{8}$ LCD = __________

$\frac{1}{9}, \frac{1}{3}, \frac{1}{18},$ LCD = __________

$\frac{5}{6}, \frac{2}{3}, \frac{1}{2},$ LCD = __________

$\frac{5}{32}, \frac{1}{16}, \frac{3}{8}$ LCD = __________

$\frac{5}{20}, \frac{3}{10}, \frac{1}{4}$ LCD = __________

$\frac{3}{8}, \frac{1}{6}, \frac{5}{9}$ LCD = __________

$\frac{3}{16}, \frac{3}{8}, \frac{1}{6}$ LCD = __________

$\frac{4}{5}, \frac{3}{4}, \frac{7}{10}$ LCD = __________

$\frac{4}{5}, \frac{1}{6}, \frac{7}{20}$ LCD = __________

$\frac{1}{3}, \frac{3}{8}, \frac{1}{16}$ LCD = __________

$\frac{7}{16}, \frac{4}{5}, \frac{3}{10}$ LCD = __________

$\frac{5}{6}, \frac{2}{9}, \frac{1}{3}$ LCD = __________

WORKSHEET #6

Example: $\frac{3}{4} < \frac{5}{6}$ because 18 < 20

Place correct sign in place provided. Use <, >, or =.

$\frac{1}{4}$ ___ $\frac{3}{4}$

$\frac{2}{9}$ ___ $\frac{6}{9}$

$\frac{13}{15}$ ___ $\frac{15}{15}$

$\frac{75}{100}$ ___ $\frac{57}{100}$

$\frac{1}{2}$ ___ $\frac{1}{3}$

$\frac{1}{5}$ ___ $\frac{1}{4}$

$\frac{1}{16}$ ___ $\frac{1}{8}$

$\frac{1}{3}$ ___ $\frac{1}{4}$

$\frac{1}{8}$ ___ $\frac{1}{2}$

$\frac{5}{6}$ ___ $\frac{1}{2}$

$\frac{1}{2}$ ___ $\frac{2}{4}$

$\frac{3}{7}$ ___ $\frac{9}{21}$

$\frac{2}{3}$ ___ $\frac{5}{12}$

$\frac{7}{12}$ ___ $\frac{3}{4}$

$\frac{5}{8}$ ___ $\frac{11}{16}$

$\frac{3}{8}$ ___ $\frac{3}{9}$

$\frac{2}{5}$ ___ $\frac{2}{3}$

$\frac{2}{3}$ ___ $\frac{5}{8}$

$\frac{7}{9}$ ___ $\frac{5}{7}$

$\frac{7}{8}$ ___ $\frac{8}{9}$

$\frac{5}{6}$ ___ $\frac{4}{7}$

$\frac{25}{30}$ ___ $\frac{5}{6}$

Circle largest fraction in group.

$\frac{2}{5}$ [✓ $\frac{4}{5}$] $\frac{3}{5}$

$\frac{5}{12}$ $\frac{11}{12}$ $\frac{7}{12}$

$\frac{25}{100}$ $\frac{15}{100}$ $\frac{75}{100}$

$\frac{1}{4}$ $\frac{1}{2}$ $\frac{1}{8}$

$\frac{1}{12}$ $\frac{1}{8}$ $\frac{1}{16}$

$\frac{2}{5}$ $\frac{2}{3}$ $\frac{1}{6}$

$\frac{2}{5}$ $\frac{3}{7}$ $\frac{1}{2}$

$\frac{2}{5}$ $\frac{3}{4}$ $\frac{7}{20}$

$\frac{3}{4}$ $\frac{9}{16}$ $\frac{7}{12}$

$\frac{1}{2}$ $\frac{7}{12}$ $\frac{3}{5}$

WORKSHEET #7

Example: $6\frac{2}{10}$ becomes $\frac{62}{10}$ Fill in blank with proper missing number.

$2\frac{1}{2} = \frac{\underline{\qquad}}{2}$ $2\frac{1}{3} = \frac{\underline{\qquad}}{3}$ $4\frac{1}{5} = \frac{\underline{\qquad}}{5}$ $10\frac{1}{6} = \frac{\underline{\qquad}}{6}$

$5\frac{1}{12} = \frac{\underline{\qquad}}{12}$ $1\frac{5}{8} = \underline{13}$ $5\frac{2}{3} = \frac{\underline{\qquad}}{3}$ $3\frac{4}{7} = \underline{25}$

$8\frac{8}{9} = \frac{\underline{\qquad}}{9}$ $10\frac{3}{5} = \frac{\underline{\qquad}}{5}$ $12\frac{7}{10} = \frac{\underline{\qquad}}{10}$ $6\frac{11}{15} = \frac{\underline{\qquad}}{15}$

$6\frac{6}{5} = \frac{\underline{\qquad}}{5}$ $3\frac{6}{6} = \frac{\underline{\qquad}}{6}$ $15\frac{7}{4} = \frac{\underline{\qquad}}{4}$ $7\frac{11}{9} = \frac{\underline{\qquad}}{9}$

$8\frac{10}{8} = \frac{\underline{\qquad}}{8}$ $5\frac{1}{4} = \frac{\underline{\qquad}}{4}$ $12\frac{1}{5} = \frac{\underline{\qquad}}{5}$ $8\frac{7}{10} = \frac{\underline{\qquad}}{10}$

Now let's try a few the other way. Write as mixed number.
Example: $\frac{23}{5} = 4\frac{3}{5}$
Hint!! 5 went into 23 4 times with remainder 3.

$\frac{9}{6} =$ $\frac{7}{6} =$ $\frac{15}{6} =$

$\frac{34}{8} =$ $\frac{21}{4} =$ $\frac{17}{6} =$

$\frac{18}{8} =$ $\frac{8}{3} =$ $\frac{19}{4} =$

$\frac{16}{5} =$ $\frac{21}{10} =$ $\frac{35}{6} =$

WORKSHEET #8

Fill in blanks with correct numbers.

Example: $\frac{2}{3} \div \frac{4}{5} \div \frac{5}{8} = \frac{2}{3} \times \frac{5}{4} \times \frac{8}{5} = \frac{80}{60} = \frac{4}{3}$

$\frac{2}{5} \div \frac{3}{4} = \frac{2}{5} \times \_\_\_ = \_\_\_$

$\frac{1}{4} \div \frac{2}{3} = \frac{1}{4} \times \_\_\_ = \_\_\_$

$\frac{3}{4} \div \frac{2}{5} = \frac{3}{4} \times \_\_\_ = \_\_\_$

$\frac{3}{4} \div \frac{8}{9} = \frac{3}{4} \times \_\_\_ = \_\_\_$

$\frac{5}{12} \div \frac{2}{3} = \frac{5}{12} \times \_\_\_ = \frac{15}{24} = \_\_\_$

$\frac{1}{6} \div \frac{3}{4} = \frac{1}{6} \times \frac{4}{3} = \_\_\_ = \_\_\_$

$\frac{3}{1} \div \frac{2}{3} = \frac{3}{1} \times \_\_\_ = \frac{9}{2}$

$\frac{1}{4} \div \frac{2}{5} \div \frac{3}{10} = \frac{1}{4} \times \_\_\_ \times \_\_\_ = \_\_\_ = \_\_\_$

$\frac{2}{3} \times \frac{1}{4} \div \frac{5}{7} = \frac{2}{3} \times \_\_\_ \times \_\_\_ = \_\_\_ = \_\_\_$

Write reciprocal for the following: Hint!! Flip over or invert.

$\frac{5}{8}$ $\qquad\qquad$ $\frac{9}{8}$ $\qquad\qquad$ $\frac{13}{15}$

$\frac{7}{6}$ $\qquad\qquad$ $\frac{11}{16}$ $\qquad\qquad$ $\frac{1}{4}$

WORKSHEET #9

Fill in blanks with proper missing numbers.

Example: $\frac{7}{16} + \frac{1}{4} = \frac{7}{16} + \frac{4}{16} = \frac{11}{16}$

$\frac{5}{16} + \frac{1}{2} = \frac{5}{16} + \frac{\quad}{16} = \frac{\quad}{16}$

$\frac{3}{5} + \frac{1}{10} = \frac{\quad}{10} + \frac{1}{10} = \frac{\quad}{10}$

$\frac{5}{12} + \frac{1}{2} = \frac{5}{12} + \frac{\quad}{12} = \frac{\quad}{12}$

$\frac{2}{5} + \frac{1}{2} = \frac{\quad}{10} + \frac{\quad}{10} = \frac{\quad}{10}$

$\frac{5}{9} + \frac{1}{5} = \frac{\quad}{45} + \frac{\quad}{45} = \frac{\quad}{45}$

$\frac{3}{7} + \frac{1}{4} = \underline{\qquad} + \underline{\qquad} = \underline{\qquad}$

$\frac{5}{9} + \frac{2}{12} = \underline{\qquad} + \underline{\qquad} = \frac{\quad}{36}$

$\frac{1}{8} + \frac{5}{24} + \frac{1}{3} = \frac{\quad}{24} + \frac{5}{24} + \frac{\quad}{24} = \frac{\quad}{24}$

$\frac{1}{2} + \frac{1}{3} + \frac{4}{5} = \underline{\qquad} + \underline{\qquad} + \underline{\qquad} = \underline{\qquad}$

$\frac{5}{8} + \frac{3}{16} + \frac{5}{6} = \underline{\qquad} + \underline{\qquad} + \underline{\qquad} = \frac{\quad}{48}$

$\frac{9}{10} - \frac{6}{10} = \frac{\quad}{10}$

$\frac{17}{18} - \frac{12}{18} = \frac{\quad}{18}$

$\frac{5}{6} - \frac{5}{12} = \frac{\quad}{12} - \frac{5}{12} = \frac{\quad}{12}$

$\frac{17}{36} - \frac{2}{9} = \frac{17}{36} - \frac{\quad}{36} = \frac{\quad}{36}$

$\frac{3}{10} - \frac{2}{9} + \frac{\quad}{90} - \frac{\quad}{90} = \frac{\quad}{90}$

$\frac{5}{12} - \frac{4}{16} = \underline{\qquad} - \underline{\qquad} = \underline{\qquad}$

WORKSHEET #10

Fill in blanks and squares with missing numbers.

Example:

$$\begin{array}{r} 11\frac{3}{8} \\ +15\frac{3}{4} \\ \hline \end{array} = \begin{array}{r} 11\frac{3}{8} \\ +15\frac{6}{8} \\ \hline \end{array} = \boxed{26\frac{9}{8}} = \boxed{27\frac{1}{8}}$$

$$\begin{array}{r} 7\frac{1}{4} \\ +2\frac{2}{9} \\ \hline \end{array} = \begin{array}{r} 7\frac{\_\_}{36} \\ +2\frac{\_\_}{36} \\ \hline \end{array} = \boxed{} \qquad \begin{array}{r} 6\frac{4}{5} \\ +6\frac{5}{6} \\ \hline \end{array} = \begin{array}{r} 6\frac{\_\_}{30} \\ +6\frac{\_\_}{30} \\ \hline \end{array} = \boxed{} = \boxed{}$$

$$\begin{array}{r} 6\frac{3}{5} \\ +7\frac{2}{7} \\ \hline \end{array} = \begin{array}{r} 6\_\_ \\ +7\_\_ \\ \hline \end{array} = \boxed{} \qquad \begin{array}{r} 7\frac{1}{2} \\ 16\frac{1}{3} \\ +9\frac{4}{9} \\ \hline \end{array} = \begin{array}{r} 7\frac{\_\_}{18} \\ 16\frac{\_\_}{18} \\ +9\frac{\_\_}{18} \\ \hline \end{array} = \boxed{} = \boxed{}$$

$$\begin{array}{r} 6\frac{7}{16} \\ -5\frac{1}{16} \\ \hline \end{array} = \boxed{} \qquad \begin{array}{r} 10\frac{17}{18} \\ -8\frac{8}{18} \\ \hline \end{array} = \boxed{} \qquad \begin{array}{r} 5\frac{2}{7} \\ -3\frac{1}{6} \\ \hline \end{array} = \begin{array}{r} 5\frac{\_\_}{42} \\ -3\frac{\_\_}{42} \\ \hline \end{array} = \boxed{}$$

$$\begin{array}{r} 10\frac{3}{7} \\ -6\frac{5}{7} \\ \hline \end{array} = \begin{array}{r} 9\frac{10}{7} \\ -6\frac{5}{7} \\ \hline \end{array} = \boxed{} \qquad \begin{array}{r} 19\frac{7}{9} \\ -10\frac{8}{9} \\ \hline \end{array} = \begin{array}{r} 18\frac{16}{9} \\ -10\frac{8}{9} \\ \hline \end{array} = \boxed{}$$

$$\begin{array}{r} 12\frac{1}{4} \\ -3\frac{3}{8} \\ \hline \end{array} = \begin{array}{r} 12\frac{2}{8} \\ -3\frac{3}{8} \\ \hline \end{array} = \begin{array}{r} 11\frac{10}{8} \\ -3\frac{3}{8} \\ \hline \end{array} = \boxed{}$$

$$\begin{array}{r} 19\frac{7}{20} \\ -10\frac{2}{5} \\ \hline \end{array} = \begin{array}{r} 19\frac{7}{20} \\ -10\frac{8}{20} \\ \hline \end{array} = \begin{array}{r} 18\frac{\_\_}{20} \\ -10\frac{8}{20} \\ \hline \end{array} = \boxed{}$$

Packet #2
Contains material over:

a. changing decimals to fractions

b. changing fractions to decimals

c. decimal addition, subtraction, multiplication, division

d. multiplying and dividing by powers of ten

e. estimating

f. word problems

At the end of packet allow students extra time to complete worksheets if they are not already finished.

Hello again!! Our second topic of discussion will be over decimals. To begin with you must understand how to write fractions that are divided by ten, one hundred, one thousand, and so forth as decimals. Remember that you need one decimal place after the decimal point for each zero after the number one in the denominator. For example, five over one thousand as a decimal is written decimal point zero zero five. Recall you must put in zeros after the decimal point, if necessary, to attain the proper number of decimal places. You may have as many zeros in front of the decimal point as you wish and they have no affect on the number of decimal places. Now try your hand at the first worksheet. you must put the decimal point in the proper position to make an equal statement. You have 2 minutes to complete worksheet #1.

[Worksheet #1]

Hi! When we add or subtract decimals remember: you must have the same number of decimal places in every number before they can be added or subtracted. For this to happen it is often necessary to put in extra zeros. When we multiply decimals the answer must contain the same number of decimal places as the two numbers we are multiplying together have in combined total. That is, if a two decimal place number is multiplied by a three decimal place number the answer would have five decimal places. Let's now give a go at worksheet #2. Fill in the missing zeros and decimal point. You have 1 minute to complete worksheet #2.

[Worksheet #2]

Back again! One of the key ideas about decimals is multiplying by powers of ten. Multiplying by ten, one hundred, and one thousand makes the final answer larger. A short cut is to move the decimal point in the non power of ten number to the right by as many places as there are zeros behind the number one in the power of ten number. Remember, moving the decimal point to the right results in a larger number. Conversely, multiplying by one tenth, one one-hundredth and one one-thousandth creates smaller numbers. You move the decimal point to the left by as many places in the power of ten number as are needed to get the decimal point on the right side of the number one. Remember, moving the decimal point left creates smaller numbers. For example, if I were multiplying by one hundred, I would just move the decimal two places right. If I were multiplying by one one-hundredth, I would move the decimal two places left. On the next worksheet put the decimal point in the proper place as indicated by the power of ten used. Add zeros when necessary. Good Luck! You have 4 minutes to complete worksheet #3.

[Worksheet #3]

Hi again! Let's try another idea that sometimes gives people difficulty, dividing decimals. First of all you cannot divide by a decimal. It just can't be done!! Well, what's a person to do?? I was always taught if I can't do what I want then I do the next best thing that I know how to do. Divide by whole numbers!!!! If you should ever have a decimal point on the outside of a division problem just get rid of it. Actually it is put on the inside of a division problem. What I just said was, if you need to move the decimal point so many places to the right on the outside to create a whole number to divide by, then you must move the decimal point the same exact number of places to the right on the inside before you begin to divide. On the next worksheet place a caret where the new decimal point should be placed before division can take place. You have 2 minutes to complete worksheet #4.

[Worksheet #4]

Another idea that needs to be covered with decimals is dividing by powers of ten. Dividing by ten, one hundred, and one thousand makes the final answer smaller. A short cut is to move the decimal point in the non power of ten number to the left by as many places as there are zeros behind the number one in the powers of ten number. Remember, moving the decimal point to the left results in a smaller number. Conversely, dividing by one tenth, one one-hundredth, and one one-thousandth creates larger numbers. You move the decimal point to the right by as many places in the power of ten number as are needed to get the decimal point on the right side of the number one. Remember moving the decimal point right creates larger numbers.' For example if I were dividing by one hundred, I would just move the decimal two places left. If I were dividing by one one-hundredth, I would move the decimal two places right. On the next worksheet put the decimal point in the proper place as indicated by the power of ten used. Add zeros when necessary.

Good Luck! You have 4 minutes to complete worksheet #5.

[Worksheet #5]

Two other ideas that come to mind when dealing with decimals are changing decimals to fractions and changing fractions to decimals. In order to change a decimal to a fraction simply write the number without the decimal point. Then using this whole number as the numerator, create the denominator by using the number one together with as many zeros as there were decimal places in the original number. That means if the original number has one decimal place divide by 10, if it has two decimal places divide by 100, if it has three decimal places divide by 1000 and so forth. Once in fraction form reduce to lowest terms if possible. Remember nine over twelve reduces to three over four. To change a fraction to a decimal the simplest thing to do is long divide the bottom number into the top number. The result is automatically a decimal. Recall that decimals arrived at in this manner usually are terminating or repeating decimals. The repeated part normally is written with a bar over it. Follow the examples as you work the next worksheet. You have 2 minutes to complete worksheet #6.

[Worksheet #6]

One of the most important concepts in mathematics that is used every day by practically everyone is estimating. How many times have you said or heard someone say "about how much will it cost?" Perhaps you have seen or heard advertised "free estimates". Most people do not really concern themselves with exact answers to many everyday problems. Rough ideas or guesses are good enough. Suppose watermelons were $.95 per pound and yours was a twenty pounder. How much do you think it would probably cost? $.95 is almost one dollar, so an estimate of twenty dollars would be logical. On worksheet #7 you will see several problems and a selection of answers. Circle the answer that best answers the question. You have 15 seconds to complete the answer after the question has been read to you.

[Worksheet #7]

Pretty simple? Good!! Now try your skill at worksheet #8. This time you write the correct answer in the blank provided. You will be given 30 seconds to answer each question after the question has been read to you.

[Worksheet #8]

Read question to students.

Good job!! The last two worksheets are a culmination of work thus far. You will be given a list of items and their cost on worksheet #9. Use this list to answer all the questions on worksheets nine and ten. You will have one minute to place the proper answer in the blank provided after the question has been read to you. When necessary be sure to round your answers to the nearest penny.

[Worksheets #9 and #10]

Well that completes our look at decimals. I hope we have refreshed your memories and have prepared you for the next segment on percents. Bye for now!

PACKET #2 EXPLANATIONS

Listen carefully to tapes and refer to following as needed.

$\frac{5}{1\underline{0}} = .5$	$\frac{5}{1\underline{00}} = .05$	$\frac{5}{1\underline{000}} = .005$
needs one decimal place	needs two decimal places	needs three decimal places

0.05 is the same as .05

go to worksheet #1

5.3	written	5.30	2.35	two decimal places
$+\underline{4.25}$	as	$\underline{4.25}$	x.231	three decimal places
			.54285	five decimal places

go to worksheet #2

7 x 1$\underline{0}$ = 70^	.3 x 1$\underline{00}$ = 30^	5.2 x 1$\underline{000}$ = 5200^
move one place right	move two places right	move three places right

caret shows new decimal pt. position

7 x .1 = .7	.3 x .01 = 30^	5.2 x 1000 = 5200^
move one place left	move two places left	move three places left

go to worksheet #3

$.75\overline{)5.257}$ same as $75\overline{)525.7}$

move two places outside

move two places inside

go to worksheet #4

caret shows old decimal position

$\frac{5.2}{10}$ = .5^2	$\frac{5.2}{100}$ = .05^2	$\frac{36.21}{1000}$ = .036^21
one place left	two places left	three places left
$\frac{5.2}{.1}$ = 5^2	$\frac{5.2}{.01}$ = 5^20	$\frac{36.21}{.001}$ = 36^210
one place rt.	two places rt.	three places rt.

$.52 = \frac{52}{100}$
two zeros

$.523 = \frac{523}{1000}$
three zeros

$5.2 = \frac{52}{10}$
one zero

$\frac{9}{12} = \frac{3}{4}$

go to worksheet #6

$\frac{5}{20} = 20\,\overset{.25}{\overline{)5.00}}$ $\frac{5}{6} = 6\,\overset{.833000}{\overline{)5.000}} = .8\overline{3}$

$.95 x 20 is about $20.00

go to worksheet #7, #8, #9, #10

Have a super day!!

WORKSHEET #1

I. Write decimal form of following fractions - you put in decimal point.

$\frac{3}{10}$ = 00.3

$\frac{742}{1000}$ = 0742

$2\frac{5}{10}$ = 25

$\frac{5}{100}$ = 005

$\frac{41}{100}$ = 041

$1\frac{97}{100}$ = 197

$\frac{39}{100}$ = 0039

$\frac{27}{1000}$ = 00027

$25\frac{16}{100}$ = 2516

$\frac{2}{1000}$ = 00002

$\frac{909}{1000}$ = 00909

$8\frac{5}{1000}$ = 8005

II. Fill in top or bottom of fraction to make it equal to decimal.

0.04 = $\frac{4}{100}$

0.321 = $\frac{321}{\quad}$

0.4468 = $\frac{4468}{\quad}$

0.26743 = $\frac{26743}{\quad}$

0.143620 = $\frac{143620}{\quad}$

0.1014 = $\frac{\quad}{10000}$

0.184409 = $\frac{184409}{\quad}$

4.2 = $4\frac{\quad}{10}$

8.793 = $8\frac{793}{\quad}$

1.05 = $1\frac{5}{\quad}$

WORKSHEET #2

Example: .34 = .34
+.6 .60

Fill in missing zeros only. do not find answer.

5.67
+12.2

0.75
+4.6

0.56
+3.179

92.9
8.936

765.4
3.25
18.

26.2034
-19.19

5.
-2.42

II. Tell how many decimal places answer must have by putting in decimal point in proper position. Add zeros if necessary!!

.7
x 9
6.3

.96
x .5
48

.35
x .29
1015

.495
x.36
1782

.7
x .3
21

5.834
x .359
94406

9.006
x 826
7438956

5.8904
x 21
1236984

.357
x .064
22848

WORKSHEET #3

Example: 3.002 x 100 = 300.2   3.002 x .01 = .03002

.99 x 10 = 99

6.405 x 100 = 6405

26.5 x 1000 = 265

.1 x 1000 = 1

.045 x 100 = 45

871.8 x 10 = 8718

.008 x .001 = 8

.008 x .01 = 8

.008 x .1 = 8

.008 x 1 = 8

.8 x .1 = 8

90.4 x .01 = 904

500.97 x .001 = 50097

4.083 x .001 = 4083

1.1 x .01 = 1

.1 x .1 = 1

.008 x 1000 = 8

.008 x 100 = 8

.008 x 10 = 8

.008 x 0 =

II. Now fill in the blank with the correct power of ten

.396 x ____ = 3.96

40.6 x ____ = 40,6000

66.606 x ____ = 6.6606

59.9 x ____ = .0599

150.525 x ____ = .150525

115.08 x ____ = 1150.8

2.101 x ____ = .002101

100 x ____ = .01

100 x ____ = 1

100 x ____ = 1000

100 x ____ = .001

100 x ____ = 0

100 x ____ = 10

100 x ____ = 100

WORKSHEET #4

Place caret in proper spot for division to occur.

Example: $20 \div .25 = \frac{20}{.25} = .25\overline{)20} = 25\overline{)2000^\wedge0}$

$4.2 \div .6 = 6\overline{)42^\wedge0}$

$.81 \div .9 = 9\overline{)810}$

$.6\overline{).3} = 6\overline{)300}$

$15.18 \div .33 = 33\overline{)151800}$

$16.03\overline{)801.5} = 1603\overline{)8015}$

$.006\overline{).0012} = 6\overline{)12}$

$.2914 \div .62 = 62\overline{)2914}$

$.424 \div 284.08 = 28408\overline{)424}$

$.003 \div .201 = 201\overline{)3}$

$226.738 \div 3.106 = 3106\overline{)226738}$

$421.9337 \div 13.567 = 13567\overline{)4219337}$

$4172.4 \div 52.155 = 52155\overline{)41724}$

$1.0001 \div 100.100 = 100100\overline{)10001}$

WORKSHEET #5

Put in decimal point in proper place. Add zeros if needed.
Example: 3.002 ÷ 100 = .03002   3.002 ÷ .01 = 300.2

.99 ÷ 10 = .099

6.405 ÷ 100 = 6405

26.5 ÷ 1000 = 265

.1 ÷ 1000 = 1

.045 ÷ 100 = 45

871.8 ÷ 10 = 8718

.008 ÷ .001 = 8

.008 ÷ .01 = 8

.008 ÷ .1 = 8

.008 ÷ 1 = 8

.8 ÷ .1 = 8

90.4 ÷ .01 = 904

500.97 ÷ .001 = 50097

4.083 ÷ .001 = 4083

1.1 ÷ .01 = 11

.1 ÷ .1 = 1

.008 ÷ 1000 = 8

.008 ÷ 100 = 8

.008 ÷ 10 = 8

.008 ÷ .008 =

II. Now fill in the blank with the correct power of ten

.396 ÷ .1 = 3.96

40.6 ÷ ____ = 40600

66.606 ÷ ____ = 6.6606

59.9 ÷ ____ = .0599

150.525 ÷ ____ = .150525

115.08 ÷ ____ = 1150.8

2.101 ÷ ____ = .002101

100 ÷ ____ = .01

100 ÷ ____ = 1

100 ÷ ____ = 1000

100 ÷ ____ = .001

100 ÷ ____ = 10

100 ÷ ____ = 100

100 ÷ ____ = .1

WORKSHEET #6

Place proper power of ten on bottom of fraction.

I. Example: $.2 = \frac{2}{10}$ $131.043 = 131\frac{43}{1000}$

$.7 = \underline{7}$ $1.2 = 1\ \underline{2}$

$.52 = \underline{52}$ $27.92 = 27\ \underline{92}$

$.02 = \underline{2}$ $9.872 = 9\ \underline{872}$

$.83 = \underline{83}$ $135.9755 = 135\ \underline{9755}$

$.764 = \underline{764}$ $.500 = \underline{5}$

$.6981 = \underline{6981}$ $.0097 = \underline{97}$

II. Write as decimal with bar over it. (... means pattern continued to infinity)

Example: $\frac{2}{3} = \begin{array}{l} \ \ .666\ldots \\ 3\overline{)2.000} \end{array} = \overline{.6}$

$\frac{7}{9} = \begin{array}{l} \ \ .777\ldots \\ 9\overline{)7.000} \end{array} =$ ____

$\frac{1}{12} = \begin{array}{l} \ \ \ \ 083083\ldots \\ 12\overline{)1.000000} \end{array} =$ ____

$\frac{7}{6} = \begin{array}{l} \ \ .1666\ldots \\ 6\overline{)7.0000} \end{array} =$ ____

III. Write as decimal without long dividing.

Example: $\frac{1}{4} = \frac{25}{100} = .25$

$\frac{19}{25} =$ ____ $\frac{4}{5} =$ ____ $\frac{7}{20} =$ ____ $\frac{3}{50} =$ ____

WORKSHEET #7

Circle the best answer

1. You drive from Miami to Denver in three days. The distances you drove were 745 miles, 795 miles and 691 miles. Estimate the total distance between Miami and Denver to the nearest hundred miles.

   2000 miles   2100 miles   2200 miles   2300 miles

2. O.J. Simpson has a lifetime total of 12,312 yds. rushing in football. Larry Cszonka has a total of 7,244 yds rushing. Estimate the difference in their total yards rushing to the nearest thousand yards.

   4000 yds   5000 yds   6000 yds   7000 yds

3. The Mississippi River is the longest river in the United States and has a length of 3710 miles. The Hudson River is the 30th longest river with a length of 306 miles. Estimate to the nearest hundred miles the difference in lengths of these rivers.

   3400 miles   3500 miles   3600 miles

4. If you use 2,182 gallons of gasoline to go 19,837 miles estimate to the nearest mile per gallon the average miles per gallon.

   5 mpg   10 mpg   15 mpg   20 mpg

WORKSHEET #8

1. You bought a shirt for $10.99, slacks for $12.98, socks for $3.49 and shoes for $24.95 Estimate total cost by first rounding each item to nearest dollar.

   ____

2. It rained four days straight in Jo Daviess County. The accumulations were 0.923 inches, .152 inches, .004 inches and .306 inches. Estimate total rainfall by rounding each number first to the nearest tenth.

   __________ inches.

3. The town of Elizabeth's property tax is $0.0266 for every dollar that the property is worth. Estimate the property tax on property worth $63,185 by first rounding to nearest cent and ten thousands.

   $__________

4. One gallon of lemonade requires 0.625 pounds of sugar. Approximately how much sugar is needed for 5 gallons of lemonade. Round your decimal to the nearest tenth before finding answer.

   __________pounds

WORKSHEET #9

Use chart to answer questions below, round answer to nearest cent.

Produce			**Meat**	
Apples	3 lbs. for $.79		Hamburger	$1.79 lb
Carrots	4 pkg	1.00	Lamb Roast	1.95 lb
Grapefruit	5 for	.89	Steak	3.49 lb
Tangerines	1 doz.	.69	Beef Liver	1.29 lb
Potatoes	5 lbs	.89	Polish Sausage	1.99 lb
Oranges	6 for	$1.00		

Other				
Catsup	32 oz. for $.83		Tuna Fish 6.5 oz	$1.19
Tea bags	1 box	1.29	Soap 2 bars	.89
Mushrooms	4 oz.	.47		

1. How much less per pound is lamb than steak?

____

2. Mr. Peyton has a coupon for 7 cents off a jar of catsup. How much does the catsup cost with the coupon?

____

Continued on worksheet #10

WORKSHEET #10

3. How much does 2 1/2 lbs of steak cost?

______

4. What is the cost of 3 lbs of apples and 4 packages of carrots?

______

5. What is the cost of 1 lb of polish sausage and 2lbs of beef liver?

______

6. How much does a box of tea bags, a can of mushrooms, and 2 cans of tuna fish cost?

______

7. If you bought a lamb roast for $5.97 and a pound of hamburger how much change would you receive from $10.00?

______

8. What is the total cost of 1 lb of polish sausage, 1/2 doz tangerines, and 5 lb bag of potatoes?

______

9. If you wish to buy 18 oranges, 10 grapefruit and 3 lb of apples can you pay for it with a five dollar bill?

______

10. With 1 1/2 lbs of hamburger and 2 1/4 lb of steak you can make two meals. A lamb roast costing $11.78 will also make two meals. Which choice is the better buy?

______

11. You get one bar of soap free if you purchase 3 bars at regular price. How much will the free bar of soap save you?

______

PACKET #3

Contains material over:

a. changing percents to decimals

b. changing percents to fractions

c. changing decimals to percents

d. changing fractions to percents

e. percent equations (3 types)

At the end of the packet allow students extra time to complete worksheets if they are not already finished.

Hello once again! Our topic of discussion today is over percents. Invariably percents is one area that gives people easiest concepts to grasp hold of because it is so rigidly structured. The negative thoughts that arise in one's mind at the hearing of the word percents is what hinders learning and not the idea of percents itself. It is like many things in life that we feel are difficult because someone has told us so and implanted those negative thoughts in our mind. With positive thoughts and attitudes many seemingly difficult concepts actually turn out to be quite easy. Percents is one of these concepts.

The most basic idea of percents involves the changing of percents to fractions and percents to decimals as well as the reverse, changing fractions to percents and decimals to percents. Let's first tackle the percents and fractions notion.

The word percent is shown by the special percent symbol % which everyone is familiar with. Percents must also be associated with the fractional term hundredths. That is division by 100. Seventy-five percent as a fraction is written seventy-five over one hundred. Any percent can be easily written as a fraction by simply dropping the percent sign and dividing instead by one hundred. Conversely a fraction that has one hundred as its denominator can be written as a percent by simply dropping the one hundred and replacing it with the percent sign. Let's try a few on the first worksheet. Fill in blank spaces with correct numbers. There are a few tricky ones mixed in but if you apply the same rules as on the easier ones you should have no difficulty. You have 2 minutes to complete worksheet #1.

[Worksheet #1]

All done? Good!! Now that wasn't so bad!! Please realize that not every fraction in the world is going to be conveniently divided by one hundred. Hence we must adjust slightly to those times in which the bottom number of a fraction is something other than the number one hundred. The simplest of these fractions are those whose denominators are divisors of one hundred. That means one hundred can be divided by these numbers. In particular I mean the numbers 2, 4, 5, 10, 20, 25, 50. In order to change any of these fractions to percents first change the bottom to one hundred by multiplication. Don't forget that if you multiply the bottom of a fraction by a number that you must also multiply the top number of the fraction by that same number to keep the new fracton equivalent to the original fraction. That is the fraction two-fifths (2/5) would change to forty one-hundredths (40/100), another example three over twenty-five would become twelve over one hundred. Once the fraction is divided by one hundred, change to percent as already explained. The more complicated fractions are those whose denominators can't be changed to one hundred. One must resort to long division to work these problems. Divide the top number of the fraction by its bottom number to create a decimal as previously explained. Once a fraction is in decimal form you move the exisiting decimal point two places to the right creating a larger number and then put in the percent sign. For example, the fraction seven over nine as a decimal is point seven, seven, seven, with a bar ($.77\overline{7}$) showing it repeats forever. As a percent it is written seven, seven, point, seven with a bar, percent ($77.\overline{7}\%$). A few worksheet problems should help clarify any existing difficulties. Fill in all missing blanks with correct numbers. You have 2 minutes to complete worksheet #2.

[Worksheet #2]

Back again!! Let's now direct our attention to the issue of percents and decimals. The phrase "move the decimal point two places" should be etched in your brain forever. The only decision you must make is, which direction? Recall that percents are normally a fraction part of something. That is less than one. It should then follow that the decimal equivalent of percent should also be less than one. Remember that to create a smaller number the decimal point is moved to the left and to get a bigger number the decimal point is moved to the right. With all this in mind we can do the following. To change a percent to a decimal we move the decimal point two places left and drop the percent sign. To change a decimal to a percent we move the decimal point two places to the right and include the percent sign. Now its your turn to practice these ideas on the next worksheet. Fill in spaces with correct numbers. You have 2 minutes to complete worksheet #3.

[Worksheet #3]

Done? Good!! Now that we have seen the basic ideas, let's go through a worksheet that asks you to do everything to the same problem. One of the four answers to each problem is given. You are to supply the missing correct answers. The first one has been done for you as an example. You have 3 minutes to complete worksheet #4.

[Worksheet #4]

Good Job! Now we come to what many consider the most confusing part of percents, percent equations. One way to approach this topic is to treat every problem exactly the same way!! What could be more simple!? Every percent equation you can imagine can be written in the following form.

_____ percent of _____ equals _____

The difference between problems is in which blanks you have numbers and which blank is to be solved for. Remember you must be given two of the three numbers and must solve for the third. As you probably know the word "of" means to multiply and the word "is" becomes the equal sign. The three kinds of percent equations can be classified into two main groups: multiply problems and divide problems. Now listen very carefully as I give you the key to solving all percent equation problems. If the two given numbers in the problem are placed on the same side of the word is (that is the equal sign) you multiply to get the remaining number, otherwise if the numbers are on opposite sides of the word is (that is equal sign) you must divide to get the answer. The number that is all by itself on the one side of the equal sign is always divided by the number that was on the other side with the word of. Pretty simple, heh!! Let's go over that one more time. First, decide where the given numbers belong in the standard form of a percent equation. Secondly multiply or divide depending on if the two given numbers are on the same or opposite sides of the word is. Let's take a closer look at this idea by working a few worksheets. On worksheet #5 identify each problem as either a multiply or a divide problem by placing a capital M or capital D in the parenthesis provided. You will have 2 minutes to complete worksheet #5.

[Worksheet #5]

Time's Up!! Now let's see if you fully understand. Not every percent equation we run into will be in the nice form that we had in worksheet #5. No matter!! Remember we are looking for the equal sign or the word is. If both given numbers are on the same side it's a multiply problem. If the numbers are on different sides of the word is or equal sign it's a divide problem. Well here goes! Try your skill at worksheet #6. Be careful as I will try my best to stump you. Again place a capital letter M for multiply or a capital letter D for Divide in the parenthesis. Good luck! You have 2 minutes to complete worksheet #6.

[Worksheet #6]

Packet #3 Explanations

Listen carefully to tapes and refer to following as needed.

This is the percent symbol %

Division by 100 is another way to look at percent

$75\% = \frac{75}{100}$ $\frac{35}{100} = 35\%$

go to worksheet #1

$\frac{3}{20} = \frac{3}{20} \times \frac{5}{5} = \frac{15}{100} = 15\%$

$\frac{2}{5} \times \frac{20}{20} = \frac{40}{100} = 40\%$ $\frac{3}{25} \times \frac{4}{4} = \frac{12}{100} = 12\%$

$\frac{3}{8} = \begin{array}{r} .375 \\ 8\overline{)3.000} \end{array} = 37.5$ $\frac{7}{9} = \begin{array}{r} .77\overline{7} \\ 9\overline{)7.000} \end{array} = 77.\overline{7}\%$

go to worksheet #2

$35\% = .35$ $.321 = 32.1\%$
move decimal move decimal
two place left two places right

go to worksheet #3

Remember

$\frac{3}{10} = \frac{30}{100} = .30 = 30\%$

go to worksheet #4

All percent equations can be put in this form

__________% of __________ = __________

multiply problem example (both given numbers are on same side of the = sign)

5% of 10 = __________

Divide problem examples (given numbers are on opposite sides of the equal sign)

5% of __________ = 27
__________% of 36 = 24

go to worksheet #5

5% of 20 is __________
to get answer multiply .05 by 20 (This is a multiply problem because the two numbers are on the same side of the = sign [is]).

10 is 20% of ___________
to get the answer divide 10 by .20 (This is a divide problem because the two numbers are on opposite sides of the = sign [is]).

6 = ___________% of 30
to get the answer divide 6 by 30 and move the decimal 2 places right (This is a divide problem because the two numbers are on opposite sides of the = sign).

go to worksheet #6

25% of 50 = ___________
to get the answer multiply .25 by 50 (This is a multiply problem because numbers are on the same side of the = sign).

go to worksheet #7

___________% of 15 is 30
to get the answer divide 30 by 15 and move the decimal 2 places to the right (This is a divide problem because numbers are on opposite sides of the word is.)

go to worksheet #8

20% of ___________ = 10
to get the answer divide 10 by .20 (This is a divide problem because numbers are on opposite sides of the = sign.)

go to worksheet #9

go to worksheet #10 and #11

Good Job!! Have a Fine Day!!!

WORKSHEET #1

Write the following as a percent Ex.: $\frac{4}{100} = 4\%$

$\frac{1}{100} =$ %

$\frac{9}{100} =$ %

$\frac{7}{100} =$ %

$\frac{32}{100} =$ %

$\frac{\frac{1}{2}}{100} = \frac{1}{2}\%$

$\frac{17}{100} =$ %

$\frac{47}{100} =$ %

$\frac{100}{100} =$ %

$\frac{192}{100} = 192\%$

$\frac{12.5}{100} = 12.5\%$

$\frac{375}{100} =$ %

$\frac{650}{100} =$ %

$\frac{250}{100} =$ %

$\frac{\frac{3}{4}}{100} =$ %

$\frac{11.3}{100} =$ %

Now try writing a few the other way

$3\% = \frac{\quad}{100}$

$9\% = \frac{\quad}{100}$

$22\% = 22$

$75\% = 75$

$200\% = \frac{\quad}{100}$

$125\% = \underline{125}$

$625\% = \frac{\quad}{100}$

$1000\% = \frac{\quad}{100}$

$5.5\% = \frac{\quad}{100}$

$10.4\% = \underline{10.4}$

$.55\% = .55$

$1\% = \frac{\quad}{100}$

WORKSHEET #2

Write the following as a percent   Ex.: $\frac{1}{2} = \frac{50}{100} = 50\%$

$\frac{3}{4} = \frac{\_\_\_}{100} = \quad \%$

$\frac{7}{50} = \frac{\_\_\_}{100} = \quad \%$

$\frac{3}{10} = \frac{\_\_\_}{100} = \quad \%$

$\frac{13}{20} = \frac{\_\_\_}{100} = \quad \%$

$\frac{1}{8} = .125 = \quad \%$

$\frac{1}{9} = .11\overline{1} = \quad \%$

$\frac{1}{3} = .33\overline{3} = \quad \%$

$\frac{5}{6} = .83\overline{3} = \quad \%$

$\frac{6}{5} = \frac{120}{100} = \quad \%$

$\frac{11}{10} = \frac{\_\_\_}{100} = \quad \%$

$\frac{5}{4} = \frac{\_\_\_}{100} = \quad \%$

$\frac{30}{20} = \frac{\_\_\_}{100} = \quad \%$

$\frac{6}{8} = .75 = \quad \%$

$\frac{6}{60} = .1 = \quad \%$

$\frac{8}{12} = .666 = \quad \%$

$\frac{19}{18} = 1.05\overline{5} = \quad \%$

WORKSHEET #3

Write the following as a decimal   Ex.: 13% = .13

72% = _____

86% = _____

34% = _____

10% = _____

2% = _____

5% = _____

100% = _____

250% = _____

1% = _____

500% = _____

78% = .078

9.6% = _____

.3% = _____

.05% = _____

.0035% = _____

Write the following as a percent   Ex.: .23 = 23%

.16 = _____%

.99 = _____%

.26 = _____%

.01 = _____%

.27 = _____%

.123 = _____%

.999 = _____%

.025 = _____%

.008 = _____%

7.0 = 700%

2.0 = _____%

8.06 = _____%

12.4 = _____%

16.9 = _____%

11.05 = _____%

.00205 = _____%

1001.01 = _____%

1 = _____%

WORKSHEET #4

Complete chart with missing answers

	Fraction	Hundredths	Decimal	Percent
Ex:	$\frac{1}{5}$	$\frac{20}{100}$	.20	20%
	_____	_____	.60	_____
	_____	_____	_____	25%
	$2\frac{3}{100}$	_____	_____	_____
	_____	$\frac{375}{100}$	_____	_____
	$\frac{7}{2}$	_____	_____	_____
	_____	_____	_____	2%
	_____	_____	.005	_____
	_____	$\frac{3}{100}$	_____	_____

WORKSHEET #5

Identify the following problems with either an M for multiply or a D for divide in parenthesis

10% of 50 = _____ ( )

4 % of 75 = _____ ( )

_____% of 25 = 15 ( )

_____% of 12 = 3 ( )

2% of _____ = 8 ( )

30% of _____ = 180 ( )

4.75% of _____ is 100 ( )

_____% of 75 is 15 ( )

26% of 90 is _____ ( )

.03% of 99 is _____ ( )

_____% of 47 is 9 ( )

6% of _____ = 18 ( )

_____% of 4.6 = 2.76 ( )

12% of 50 = _____ ( )

3% of 45 = _____ ( )

14% of _____ = 28 ( )

_____% of 400 = 800 ( )

_____% of 100 = 5 ( )

36% of 17 is _____ ( )

91% of _____ is 10 ( )

54% of 16 is _____ ( )

77% of _____ is 19 ( )

WORKSHEET #6

Place a capital letter M for multiply of D for divide in parenthesis

what % of 36 is 18 (   )

48 = what % of 72 (   )

26 = 400% of X (   )

.1% of X = 6.5 (   )

300% of 18 = X (   )

2% of X = 27 (   )

_____% of 15 = 9 (   )

40% of 85 = X (   )

120 = _____% of 90 (   )

X = 250% of 36 (   )

$16\frac{2}{3}$% of X is 6 (   )

$12\frac{1}{2}$% of 88 is X (   )

_____% of 24 = 9 (   )

26 = 65% of X (   )

X = 9.25% of 500 (   )

18.5% of X = 46.25 (   )

$\frac{1}{2}$% of 2000 is X (   )

1467 is 225% of what (   )

.25% of 7 = X (   )

4.5 = _____% of 12 (   )

8% of what is 46 (   )

1000% of 7 = X (   )

10% of 10 = what (   )

what is 5% of 10 (   )

WORKSHEET #7

Write the following in decimal form.

Ex.: 15% of 20 = X means .15 x 20 is the answer

10% of 40 = _____ means __________ is the answer

3% of 2500 = what means __________ is the answer

4% of 75 = _____ means __________ is the answer

36% of 17 = X means __________ is the answer

X = 9.25% of 500 means __________ is the answer

40% of 85 is what means __________ is the answer

10% of 10 = _____ means __________ is the answer

300% of 8.95 = X means __________ is the answer

1% of 1 is what means __________ is the answer

100% of 16 = _____ means __________ is the answer

WORKSHEET #8

Fill in space with correct division problem.

Ex.: _____% of 25 = 15 means divide 15 by 25

_____% of 36 = 27 means divide

2 is _____% of 2 means divide

15 is what % of 60 means divide

_____% of 12 = 25 means divide

15 = _____% of 135 means divide

X% of 4 is 37 means divide

3 is X% of 4.5 means divide

21 = _____% of 9 means divide

_____% of 8 is 32 means divide

what % of 65 is 52 means divide

Don't forget to move decimal 2 places to the right after dividing to get missing percent!!!

WORKSHEET #9

Fill in the space with the correct division problem

Ex.: 2% of X = 8 means divide 8 by .02 to get answer

25% of X = 20 means divide 20 by .25 to get answer

16% of ______ = 12 means divide __________ to get answer

600% of what is 540 means divide __________ to get answer

200% of X = 9 means divide __________ to get answer

18 = 360% of X means divide __________ to get answer

100 is 12.5% of X means divide __________ to get answer

54 = 450% of X means divide __________ to get answer

193% of what is 193 means divide __________ to get answer

225% of X = 90 means divide __________ to get answer

1.8 = .03% of X means divide __________ to get answer

26 is 400% of what means divide __________ to get answer

Remember the answer to the division problem is the missing number.

WORKSHEET #10

Write proper percent equation to solve the following.

Ex. Don saved 40% of the money he made at work. If he saved $23, how much did he make?

40% of what is 23 or 40% of X = 23

You may write your answers in either form. Good Luck!!

1. Sales tax on new shoes is 4%. If sales tax was $1.25 what was the price of the shoes?

2. John got 27 out of 30 right on his test. What percent did he get correct?

3. Only 33% of this years freshman class is expected to graduate from college. How many of the 1200 freshman will graduate?

4. You pay 13.5% of your income for federal income taxes. If your bill was $3,375 how much did you make?

WORKSHEET #11

Write correct equation that will solve the problem.

1. 15% of the seniors at the AVC own their own cars. If 90 seniors own their cars, how many seniors are at the AVC?

2. The price of a gallon of milk increased from $2.00 to $2.25. What was the percent increase?

3. You make 7 1/2 commission on each home you sell. How much would you earn if you sold a house worth $75,000.00?

4. Cal bought a fishing pole for 35% off the list price. If the list price was $51.00 what was the sale price?

5. You wish to sell your car at a 40% profit. If you bought your car for $500.00, how much will you have to sell it for?

Hello once again. Today we are going to take a look into the topic of measurement. Throughout time how long, how high, how far, how much, how big, how short, how small, how low, have been foremost in most people's minds. In order to have universal communication capabilities, various systems and units of measurement have been created. For our purposes, two main types of measurement systems will be explored, the English and the Metric. We shall begin with the Metric and conclude with the English.

The first Metric measurement to look at is length. The concept of metric distance is really very precise. Overcoming our natural fear of new vocabulary words is what makes the metric idea so difficult for many people. Metric units are based on a system of 10. Every unit bigger or smaller is either ten larger or ten smaller than its adjacent units. On the chart you will find a listing of all the basic units for metric length. The starred units are the more commonly seen units, the ones you are probably most familiar with. Please keep in mind that the meter is the basic metric unit for distance. Every other unit is either higher or lower than the meter by some power of ten. Dividing by ten creates a smaller unit called decimeter. Dividing by one hundred creates an even smaller unit called centimeter. Dividing by one thousand creates the smallest unit called the millimeter. Notice that the word meter is the base word for each unit and that the prefix indicates its size compared to the meter. Again, deci- means one-tenth, centi- means one one-hundredth, and milli- means one one-thousandth.

Now if we should multiply a meter by ten we get a larger unit called the dekameter. If we multiply by one hundred we get the larger unit called the hectometer, and if we multiply by one thousand we get the biggest unit called the kilometer. Note again that the word meter is the base word for all these units and that their relative size compared to the meter is shown by the prefix. Again, deka- means ten, hecto- means hundred, and kilo- means thousand.

Our first worksheet is going to ask you to change from one metric unit of length to another. We shall concentrate our effort on those units most commonly used in our country. Please realize that except for the United States and the United Kingdom, practically everyone else on this earth considers the metric system to be the only system of measurement to use.

There are several ways to show a person how to convert to the various units. The one that we shall use seems to be as easily learned as any other, hopefully easier. To use this method you must realize which units are bigger than other units. The units that we shall use listed from the biggest to the smallest are kilometer, meter, centimeter, and millimeter. If I give you a few examples you will notice a very interesting fact: 20 kilometers equals 20,000 meters, 30 centimeters equals 300 millimeters, 5 meters equals 500 centimeters, and 6 meters equals 6,000 millimeters all have one thing in common--the biggest unit in the comparison must always have the smallest number. Put another way, the bigger the unit the smaller its number.

Remember, the bigger unit can never be a hog and have the big number as well. With that in mind, just remember what power of ten separates the two units in the comparison. For example, if seven meters had to be changed to centimeters, I would recall centi- means hundredth or two zeros or two decimal places. Hence I get seven hundred centimeters as the answer. Three point seven kilometers equals three thousand seven hundred meters because kilo- means thousand or three zeros or three decimal places. Twenty-five centimeters equals two hundred fifty millimeters because those two units are only ten or one zero or one decimal place apart. Try a few on worksheet #1. Put correct number in blank. You have two minutes to complete worksheet #1.
[worksheet #1]

Good, that was easy. Now take a stab at going the other way, from small units to big. Still remember the bigger unit must have the smaller number. For example, three meters equals 0.003 kilometers because we need three decimal places. Fill in the blanks with the correct numbers. Expect a lot of decimal answers. You have three minutes to complete worksheet #2.
[worksheet #2]

Welcome back!! One more time! On the next worksheet you are to complete the chart. One answer is given and you must supply the rest. The first one is done for you. Good Luck!!
You have three minutes to complete worksheet #3.
[worksheet #3]

Good Job!! Metric units of weight or mass is what our next discussion will be over. Grams is the basic unit of mass in the metric system. Notice on your chart that the division of grams uses the same prefixes as the division of meters. Dividing by ten gives a smaller unit called decigrams. Dividing by one hundred gives a smaller unit still, called centigrams, and dividing by one thousand gives the smallest unit, called milligrams. Remember, grams is the base word and the prefixes tell how much smaller. Again, deci- means one-tenth, centi- means one one-hundredth, and milli- means one one-thousandth. Should we multiply grams by ten, we get a larger unit called dekagram. If we multiply by one hundred we get the larger unit called hectograms, and if we multiply by one thousand, we get the biggest unit called kilograms. Notice all units end in -grams, and the prefixes tell how big. Deka- means ten, hecto- means hundred, and kilo- means thousand. Perhaps you have heard of wheat sales to Russia measured in Metric tons. One Metric ton is equal to one thousand kilograms. Note again the power of ten usage.

END OF SIDE #1

SIDE #2

On our next worksheet you will be asked to change from one metric unit of weight to another. We will concentrate on those units most commonly found in everyday life: the kilogram, gram, and milligram. The same conversion rules apply as did for length. The larger the unit, the smaller the number. Our values are three decimal places apart. You will be expected to go in either direction from large units to small or small units to large. For example, seven point two grams equals seven thousand two hundred milligrams, and seven point two grams equals point zero, zero, seven two kilograms. Fill in blank with correct missing number. You have three minutes to complete worksheet #4. [worksheet #4]

All done? Good!! The third metric unit we have to discuss is the metric unit of capacity or liquid measure, called the Liter. As the chart you have so aptly shows, the division of liters parallels all the other division of units we have seen so far. Dividing by ten gives a smaller unit called deciliters, dividing by one hundred gives the smaller unit called centiliters, and dividing by one thousand gives the smallest unit, called milliliters. Notice the repetition in pattern for all metric units--a different base word but the same set of prefix words. Should we multiply liters by ten we have the larger unit dekaliters, multiplying by one hundred gives the larger unit hectoliters, and multiplying by one thousand gives the largest unit of capacity, called the kiloliter.

So far we have seen the three primary units in the metric system, the meter which represents length, the gram which represents mass, and the liter which represents capacity. All these base units were preceded by the same set of words. Kilo- meant one thousand, hecto- meant one hundred, and deka- meant ten. These were to show units bigger than the base unit by their respective power of ten. The prefix deci- meant one-tenth, centi- meant one one-hundredth, and milli- meant one one-thousandth. These prefixes were used to show units smaller than the base unit by their respective power of ten.

On our 5th worksheet you will be given a few problems

changing liters to milliliters and milliliters to liters as these are the two most common units of metric capacity that you will run across. The rest of the worksheet is various review questions over all the metric system we have looked at thus far. Fill in the blank with the missing correct answers. For example, 5 liters equals five thousand milliliters and two milliliters equals point zero, zero, two liters. Again, they are one thousand or three decimal places apart. You have three minutes to complete worksheet #5. Good Luck!!
[worksheet #5]

Great!! Glad to see you are doing so well!! There is one form of metric measurement that seems to be more prevalent than any other. Chances are if you go to the bank or watch the evening weather forecast, you know that I'm talking about temperature. The metric unit used to measure temperature in degrees is called Celsius. Recall that the English version of temperature is Fahrenheit. Water freezes at 32 degrees Fahrenheit and boils at 212 degrees Fahrenheit. Rather difficult numbers to remember. With the metric unit called Celsius, no such problem exists. Water freezes at exactly what you think it should, namely zero degrees Celsius. Likewise water boils at the easy-to-remember number one hundred degrees Celsius. What could be more simple!! On worksheet #6, fill in the blanks with correct answer. Remember room temperature is about twenty degrees Celsius. You have two minutes to complete worksheet #6.
[worksheet #6]

Well Done!! As you probably know, the temperatures for Celsius are always lower than their Fahrenheit counterparts. In fact a special formula exists that when used can change Fahrenheit degrees to Celsius degrees or Celsius degrees to Fahrenheit degrees. The formula to change any Fahrenheit temperature to Celsius is:

$$C = \frac{5}{9}(F - 32)$$

[read Celsius degrees
equals Fahrenheit degrees minus 32 times
five-ninths]

The formula to change any Celsius temperature to Fahrenheit is:

$$F = \frac{9}{5}C + 32$$

[read Fahrenheit degrees
equals Celsius degrees
times nine-fifths and
add 32]

This is just one example of how English units of measure and Metric units of measure can be converted. Before we are done you will be given a chance to try some conversion problems. However, before that can take place, we need to jog your memories on the English units of measure that correspond to the metric units of measure that we have already discussed. The glaring difference between the two systems is that the English system has several totally different names for each unit rather than one base name with different but repeated prefixes.

The English units for length or distance are the mile, yard, foot, and inch. All of these units can be changed into the others, but with some degree of difficulty. As you probably know, one mile equals five thousand two hundred eighty feet or one thousand seven hundred sixty yards, one yard equals three feet or thirty-six inches, and one foot equals twelve inches. On our next worksheet, you will be asked to change from one English unit to another. Remember, the larger the unit the smaller the number it must have. For example, to change three yards into feet we multiply by three to get nine feet, or to change thirty-six feet to yards we divide by three to get twelve yards. Fill in the blanks with the correct missing words and numbers. You may use M for multiply and D for divide. You have three minutes to complete worksheet #7.

[worksheet #7] **END OF SIDE #2**

SIDE #3

Good Job!! The English units of weight or mass that we are familiar with are the ton, pound, and ounce. One ton equals two thousand pounds and one pound equals sixteen ounces. The next worksheet will ask you to change one English unit into another. Remember, the larger unit must have the smaller number. For example, to change seventeen pounds to ounces we multiply by sixteen to get two hundred seventy-two ounces. To change three thousand pounds to tons we divide by two thousand to get one point five tons. Fill in the blanks with correct missing words and numbers. You may use M for multiply, and D for divide. You have three minutes to complete worksheet #8.

[worksheet #8]

Keep up the good work!! The last English unit of measurement to look at is for capacity or liquid measure. These units are the gallon, quart, pint, cup, and fluid ounce. Remember one gallon equals four quarts, one quart equals two pints, one pint equals two cups or sixteen fluid ounces, and one cup equals eight fluid ounces. On our final worksheet we will be asked to change from one English unit into another. Don't forget

that the larger unit must have the smallest number. For example, to change twenty-seven gallons to quarts we multiply by four to get one hundred eight quarts, and to change thirty fluid ounces to pints we divide by sixteen to get one point eight seven five pints. Fill in the blanks with the correct missing words and numbers. You may use M for multiply and D for divide. You have three minutes to complete worksheet #9. Good Luck!!
[worksheet #9]

Nice Job!! That completes our preliminary work with measurement. Having reviewed the units that you will be using when you are doing your job or activity, our next goal is to apply these measurements in different areas. Applied Measurement is the thrust of our next packet. Have a Super Day!!

END OF PACKET #4 AND SIDE 3

PACKET #4 EXPLANATIONS

Listen carefully to tapes and follow along as needed.

Metric units of length or distance are based on the METER

Large Units	Kilometer	Hectometer	Dekameter	Meter
	1000 meters	100 meters	10 meters	1 meter
Abbreviation	Km	Hm	Dam	m

Small Units	Meter	Decimeter	Centimeter	Millimeter
	1 meter	.1 meters	.01 meters	.001 meters
Abbreviation	m	dm	cm	mm

Kilo means thousand

Hecto means hundred

Deka means ten

deci means tenth

centi means hundredth

milli means thousandth

Rank of most common units high to low
Kilometer, meter, centimeter, millimeter

20 Kilometers = 20,000 meters   30 centimeters = 300 millimeters

5 meters = 500 centimeters   6 meters = 600 millimeters

Each of the bigger units in the comparisons have the smaller numbers in front of them.

7 meters = 700 cm   25 cm = 250 mm

3 kilometers = 3000 m   3 meters = .003 km

go to worksheet #1 then #2

Metric units of mass or weight based on GRAM

Large Units	Kilogram	Hectogram	Dekagram	Gram
	1000 grams	100 grams	10 grams	1 gram
Abbreviation	KG	HG	Dag	G

Small Units	Gram	Decigram	Centigram	milligram
	1 gram	.1 grams	.01 grams	.001 grams
Abbreviation	g	dg	cg	mg

7.2 grams = 7200 milligrams   7.2 grams = .0072 kilograms

1 metric ton equals 1000 kilograms

go to worksheets #3, then #4

Metric units of capacity or liquid measure based on LITER

Large Units	Kiloliter	Hectoliter	Dekaliter	Liter
	1000 liters	100 liters	10 liters	1 liter
Abbreviation	KL	HL	daL	L

Small Units	Liter	Deciliter	Centiliter	Milliliter
	1 liter	.1 liters	.01 liters	.001 liters
Abbreviation	L	dl	cl	ml

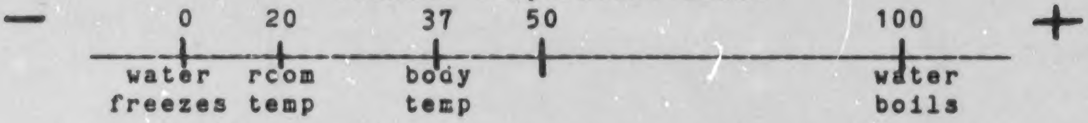
The 3 primary units of the metric system are

1. METER - measures length or distance
2. GRAM - measures mass or weight
3. LITER - measures capacity or liquid measure

5L = 5000 mL   2mL = .002L

go to worksheet #5

Celsius Temperature Scale



go to worksheet #6

Formulas $C^\circ = \frac{5}{9}(F^\circ - 32)$ $F^\circ = \frac{9}{5}C^\circ + 32$

English Units of Length or Distance (Abbreviations)

MILE = 1760 yards or 5280 feet (mi)

YARD = 3 feet or 36 inches (yd)

FOOT = 12 inches (ft)

FOOT = 12 inches (ft)

INCH = 1 inch (in)

Multiply 3 yards by 3 to get 9 feet
Divide 27 feet by 3 to get 12 yards

go to worksheet #7

English Units of Mass or Weight (abbreviations)

TON = 2000 pounds (T)

POUND = 16 ounces (lb)

OUNCE = 1 ounce (oz)

Multiply 17 pounds by 16 to get 272 ounces
Divide 3000 pounds by 2000 to get 1.5 tons

go to worksheet #8

English Units of Capacity or Liquid Measure (abbreviations)

GALLON = 4 quarts (gal)

QUART = 2 pints (qt)

PINTS = 2 cups or 16 fluid ounces (pt)

CUP = 8 fluid ounces (C)

FLUID OUNCE = 1 fluid ounce (fl oz)

Multiply 27 gallons by 4 to get 108 quarts
Divide 30 fluid ounces by 16 to get 1.875 pints

Good Job!!! See you next time!

WORKSHEET #1

Fill in the blank with the correct number

2 Km = __________m

7 cm = __________mm

13 m = __________cm

320 Km = __________m

795 m = __________mm

18.3 m = __________mm

319.17 cm = _________mm

2.9 Km = __________m

Be careful on the rest; you may have to use more than 3 zeros or decimal places.

5 m = __________cm

45 Km = __________cm

125 m = __________cm

8.7 Km = __________cm

.9 Km = __________mm

8.905 Km = _________m

18.345 cm = _______mm

15 Km = __________m

15 Km = __________cm

15 Km = __________mm

2.6 m = __________cm

2.6 m = __________mm

.156 cm = _________mm

.0014cm = __________mm

WORKSHEET #2

Fill in the blanks with the correct numbers (mostly decimals).

8 m = __________Km

7 mm = __________m

9 mm = __________cm

35 m = __________Km

35 cm = __________Km

114 mm = __________m

125.5 mm = __________cm

45.96 cm = __________m

170.90m = __________Km

872 mm = __________cm

890 cm = __________Km

900 mm = __________Km

1720 cm = __________m

35,000 cm = __________Km

1,286,000 mm = __________Km

900.6 cm = __________Km

37.95 mm = __________cm

95.342 mm = __________Km

Circle the largest of the two choices

15 cm or 161 mm

5 m or 498 cm

1 Km or 10,000 cm

816 m or 1 Km

2 Km or 900,000 cm

7 m or 8,000 mm

WORKSHEET #3

Fill the blanks with the correct missing numbers.

Km	m	cm	mm
7.2	7200	720,000	7,200,000
_____	147	_____	_____
_____	_____	47	_____
_____	_____	_____	916.06
_____	4.6	_____	_____
_____	_____	18.35	_____
.02	_____	_____	_____
_____	.32	_____	_____
_____	_____	3.6	_____
_____	_____	_____	.17

WORKSHEET #4

Fill in the blanks with the correct missing numbers.

6 Kg = __________g

3 g = __________Kg

7mg = __________Kg

75 g = __________mg

93 mg = __________Kg

45 mg = __________g

835 mg = __________g

642 mg = __________g

16.75 Kg = __________g

147.23 g = __________mg

817.65 g = __________Kg

392.72 mg = __________g

17.025 g = __________mg

0.145 g = __________mg

106,000 mg = __________g

130.5Kg = __________g

1,3000,000 mg = __________Kg

Circle the largest value

450 Kg or 1450 mg

8.2 Kg or 1695 g

13,000 mg or 11.6Kg

350,000 mg or 132.5 g

WORKSHEET #5

Fill in the blank with the correct missing number

9 mL = __________L   1250.32 mL = __________L

1900 L = __________mL   3.542 mL = __________L

1820 mL = __________L   800.394 L = __________mL

Circle the smaller unit in the choices given.

Kilogram or Decigram   Milliliter or Liter

Gram or Milligram   Liter or Hectoliter

Kiloliter or dekaliter   Liter or Kiloliter

Fill in the blank with the correct abbreviation

Liter _____   Milliliter _____   Kilometer _____

Centiliter _____   Dekameter _____   Decimeter _____

Hectogram _____   Gram _____   Meter _____

Fill in the blanks with the correct missing numbers

1 L = _____mL   1 m = _____cm   1 Km = _____m

1 mL = _____L   1 m = _____mm   1 mg = _____g

1 Kg = _____L   1 g = _____mg   1 g = _____Kg

WORKSHEET #6

Fill in the blanks with the correct missing number (or word)

50 C to 10 C temperature dropped _____ C

0 C to -30 C temperature _____ _____ C

-22 C to -10 C temperature rose _____ C

20 C to -2 C temperature _____ _____ C

15 C to -5 C temperature _____ _____ C

-18 C to 13 C temperature _____ _____ C

Give the new temperature to these questions

22 C rose 7 C to _____ C

32 C fell 9 C to _____ C

-10 C rose 8 C to _____ C

-7 C fell 16 C to _____ C

0 C rose 14 C to _____ C

0 C fell 11 C to _____ C

Circle the most sensible temperature

January in Florida

19 C or 60 C

January in Illinois

-34 C or 1 C

Sick Person

39 C or 100 C

Home Thermostat

20 C or 75 C

WORKSHEET #7

Fill in the blanks with the missing words and numbers. Use M for multiply and D for divide.

__________ 8 feet by __________ to get 96 inches

__________ 7 miles by __________ to get 12320 yards

__________ 56 miles by __________ to get 295680 feet

__________ 85.25 yards by __________ to get 3069 inches

__________ 24 inches by __________ to get 2 feet

__________ 12 feet by __________ to get 4 yards

__________ 300 inches by __________ to get $8.\overline{3}$ yards

__________ 19.33 yards by __________ to get 57.99 feet

__________ 1900.8 feet by __________ to get .36 miles

__________ 1830.4 yards by __________ to get 1.04 miles

__________ 72 inches by __________ to get 6 feet

__________ 9.6 yards by __________ to get 28.8 feet

__________ 16.2 inches by __________ to get 16.2 inches

__________ 6.4 miles by __________ to get 33792 feet

__________ 182.6 yards by __________ to get 6573.6 inches

__________ 2200 yards by __________ to get 1.25 miles

WORKSHEET #8

Fill in the missing blanks with the correct words or numbers. Use M for multiply and D for divide.

__________ 3 pounds by __________ to get 48 ounces

__________ 4 tons by __________ to get 8000 pounds

__________ 1 ton by __________ to get 32000 ounces

__________ 32 ounces by __________ to get 2 pounds

__________ 25 ounces by __________ to get 1.56 pounds

__________ 144 ounces by __________ to get 9 pounds

__________ 6000 pounds by __________ to get 3 tons

__________ 64000 ounces by __________ to get 2 tons

__________ 145000 pounds by __________ to get 7.25 tons

__________ 7.2 pounds by __________ to get 115.2 ounces

__________ .75 tons by __________ to get 24000 ounces

__________ 19.6 tons by __________ to get 39200 pounds

__________ 7050 pounds by __________ to get 3.525 tons

__________ 372.8 pounds by __________ to get 5964.8 ounces

__________ 4078.4 ounces by __________ to get 254.9 pounds

WORKSHEET #9

Fill in the missing blanks with the correct words and numbers. Use M for multiply and D for divide.

__________ 5 cup by __________ to get 40 fluid ounces

__________ 7 quarts by __________ to get 14 pints

__________ 32 fluid ounces by __________ to get 2 pints

__________ 12 quarts by __________ to get 3 gallons

__________ 10 pints by __________ to get 20 cups

__________ 18 cups by __________ to get 144 fluid ounces

__________ 96 quarts by __________ to get 24 gallons

__________ 25 quarts by __________ to get 50 pints

__________ 35 pints by __________ to get 560 fluid ounces

__________ 120 cups by __________ to get 60 pints

__________ 19.2 cups by __________ to get 153.6 fluid ounces

__________ 15.5 fluid ounces by __________ to get 1.91 cups

__________ 23.75 quarts by __________ to get 47.5 pints

__________ 19 gallons by __________ to get 76 quarts

__________ 104 fluid ounces by __________ to get 13 cups

__________ 93.7 gallons by __________ to get 374.8 quarts

Hello again!! As we saw in our last packet, there are various units of measurement. Now that we know something about these units and systems of measurement, it is how to apply these units of measurement that is the focus of our attention in this packet. We shall begin with some ideas that are familiar and progress thru more advanced concepts.

Many times in life, it is necessary to find the distance around something. Perhaps someday you will need to build a fence or measure the dimensions of a piece of property or build a house. All of these ideas require the knowledge of distance around or more commonly referred to as "perimeter". To find perimeter you begin by measuring all the linear or single dimension lengths and widths of an object. To find the total perimeter you must add all these small units together. For example, if you were asked to order enough chain link fence to surround your rectangular city property, you would take two of the long measures and add them to two of the short measures. Should the long measure be one hundred and the short measure be fifty then the total perimeter would be three hundred. That is two hundred plus one hundred. Another project may be to create a triangular flower bed. If this were the case you would add the length of the three different sides together to find a total perimeter.

Closely related to the notion of perimeter is area. Area requires two dimensions to be multiplied together rather than added. hence area gives us square units. Carpeting a room would be a realistic area application. Suppose your room is 7 yds by 5 yds. The number of square yards of carpeting needed would be 35 square yards. Another common area of application is painting a wall. Since walls usually contain windows and doors that are not to be painted, the painting of a wall is not simply finding its area from the length and height dimensions. We will approach this idea in the same way we would a donut problem. If we found the area of the entire donut, hole included, and then subtracted the area of the hole we would arrive at the area of the edible portion. In our wall example we find the area of the entire wall, windows and doors included, and then subtract the areas of each door and window found in the wall to find our paintable area. For example, should the wall measure 12 feet by 8 feet its area would be 96 square feet. The wall has a window that measures 3 feet by 2 feet. Area of the window is therefore 6 square feet. This means we would paint only 90 square feet, because 96 minus 6 is 90.

Your turn to try a few problems. On worksheet #1 you are asked to find respective areas and perimeters. Place answers in proper blanks. You have 4 minutes to complete worksheet #1.

[go to worksheet #1]

Hello once again!! Volume is the idea that naturally springs from area. In fact volume is an area that has been pushed a given distance. Recall area is gotten by multiplying two numbers together. That is volume requires three dimensions. Two of these dimensions come from an area and the third from how far is the area pushed. Volume then creates cubic units. Suppose we were to find the volume of water needed to fill a rectangular swimming pool that measures 20 feet by 50 feet and is 5 feet deep. The area of the pool is 1000 square feet. That is 20 times 50 is 1000. That rectangular area is pushed 5 feet. Hence the volume of water needed would be 5000 cubic feet, because 1000 times 5 is 5000. Once again, volume of a rectangular three dimensional object is the length times the width times the height. Every 3 dimensional object's volume can be found the same way. Find the 2 dimensional area and multiply by the 3rd dimension.

If we should take the area of a circle and push it a given distance, we will have created a tin can or cylinder. Recall that area of a circle is $\pi r^2 h$. Suppose you had a cylindrical gas tank that needed to be filled. Its distance across the end, called diameter, is 6 feet and the tank is 10 feet long. To find the volume of gas needed you multiply 3.14, which is the decimal equivalent of π, times 3, which is the radius, times 3 again. Recall that the radius of a circle is one-half its diameter, and r squared means to multiply the radius times itself. All that remains to do is multiply by 10, the length that the circle is pushed. The resulting 282.6 cubic feet represents the volume of the cylinder and the amount of gas needed.

Please direct your attention to worksheet #2. Here you will find various volume problems. Place correct answer in blank provided. You have four (4) minutes to complete worksheet #2.

[worksheet #2]

Hello!! Before tackling a couple of ideas that are a bit more complicated, try worksheet #3. This worksheet is a quick review over the lessons covered in our previous packet. Each question will be read to you and you will be given 20 seconds to place the correct answer in the blank provided. Good Luck!!

[worksheet #3]

[Read each question to students, pausing 20 seconds between readings.]

END OF SIDE #1

SIDE #2

Way to go!! Two of the more commonly found devices for measuring length and size found in a shop are the ruler and the micrometer. We shall review how each of these tools is read. Having already looked at metric units, let's concentrate on the English rule. Please look at the explanation page.

The inch is the smallest unit of linear measurement commonly used in the English system. To find distances less than an inch you use fractions. On most rulers the inch is divided into 8 equal parts. Each part is 1/8 of an inch.

You can see from the ruler that 1/8 inch is the smallest fraction on this ruler. The next fraction is 1/4 inch. You can see that 1/4 inch is larger than 1/8 inch. The next division 1/2 inch is larger than 1/4 and, of course, larger than 1/8.

Now look at the EXAMPLE arrow. Notice where it is pointing. The ruler is read here as 4 1/2 inches. Let's start from the lefthand end of the ruler and read each mark up to the 2-inch mark: 1/8 in.; 2/8 called 1/4 in.; 3/8 in.; 4/8 in. called 1/2 in.; 5/8 in.; 6/8 in. called 3/4 in.; 7/8 in.; 1 in.; 1 1/8 in.; 1 1/4 in.; 1 3/8 in.; 1 1/2 in.; 1 5/8 in.; 1 3/4 in.; 1 7/8 in.; 2 in.

Many rulers measure distances smaller than 1/8. Notice on your explanation page a ruler that is divided into sixteenths of an inch. The measurement marked by the star is read two and three sixteenths. On worksheet #4 you will be given a chance to find the measurements on your own. Place answers in blanks provided. You have three (3) minutes to complete worksheet #4. [worksheet #4]

Hello Again. Let's now focus our attention on the micrometer. The "micrometer" is the most common and widely used precision measuring tool of the machine shop. There are many different types of micrometers. We use specialized micrometers for measuring flat surfaces, curved surfaces, V-surfaces, and depths. The principle of each micrometer, however, is the same.

The principle of the micrometer is simple. A high-precision screw (spindle) is rotated through a fixed nut in the barrel of the instrument. This screw controls the distance between the face of the anvil and the face of the spindle. Figure 3.16 shows the parts of the 1" micrometer.

Reading and using a micrometer takes skill and practice. Measurements taken with a micrometer are stated as decimals and are accurate to the thousandths (0.001) and ten-thousandths (0.0001) of an inch.

The most common micrometer is the 1" (or thousandths-inch) outside micrometer, shown in Figure 3.16. We take readings of the 0.001" micrometer from two scales, the barrel scale and the thimble scale. We combine the readings from these two scales to get the total micrometer reading.

A typical barrel scale looks like the magnified scale illustrated in Figure 3.17. The scale is 1" long and has ten major graduations. These graduations are numbered. We do not, however, read each graduation as a tenth (0.1) of an inch, but rather as a hundred-thousandths (0.100) of an inch. The values shown with arrows in Figure 3.17 are the hundred-thousandths readings of the tenths graduations.

Each hundred-thousandths (0.100) graduation is divided into four equal smaller graduations of twenty-five thousandths (0.025) of an inch. The marks of these graduation are called "quarter marks". These graduations, too, are shown in Figure 3.17.

To read the scale on the barrel, we read the number of hundred-thousandths marks that are not covered by the thimble. As illustrated in Figure 3.18, the micrometer reading is the combined number of exposed hundred-thousandths (0.100) and twenty-five thousandths (0.025) graduations. Thus, in Figure 3.18a, the reading is 0.400 (4 hundred-thousandths marks) plus 0.025 (1 quarter mark) for a total barrel reading of 0.425". In Figure 3.18b, the reading is 0.200 (2 hundred-thousandths marks) plus 0.050 (2 quarter marks) for a total barrel reading of 0.250". In Figure 3.18c, the reading is 0.000 (no hundred-thousandths marks exposed) plus 0.075 (3 quarter marks) for a total barrel reading of 0.075".

A typical "thimble scale" is illustrated in Figure 3.19. The thimble is divided into twenty-five graduations, each representing a thousandth (0.001) of an inch. The total length of the thimble scale is therefore twenty-five thousandths (0.025) of an inch.

To read the thimble scale, we read each thousandth mark most nearly in line with the center line on the barrel scale, as illustrated in Figure 3.20. This reading on the thimble scale is to the nearest thousandth of an inch. Thus, in Figure 3.20a, the thimble reading is 0.018" because the 0.018 mark of the thimble lines up with the center line on the barrel. In Figure 3.20b, the thimble reading is 0.007" because the 0.007 mark of the thimble is most nearly in line with the barrel center line. The actual reading, however, is a little more than 0.007". In Figure 3.20c, the thimble reading is 0.012" because the 0.012 mark of the thimble is most nearly in line with the barrel center line. The actual reading, however, is a little less than 0.012".

The total micrometer reading, then, is the combined reading obtained from the barrel and the thimble. For example, in Figure 3.21a: a barrel reading of 0.325 plus a thimble reading of 0.005 gives a total reading of three hundred thirty thousandths of an inch. In Figure 3.21b, a barrel reading of 0.000 plus a thimble reading of 0.017 gives a total reading of seventeen thousandths of an inch. Finally in Figure 3.21c, a barrel reading of 0.800 plus a thimble reading of 0.021 gives a total reading of eight hundred twenty-one thousandths of an inch.

Please notice the group of sample problems found on the next page. Watch as we work these problems together.

PROBLEM ONE: Six hundred twenty-five thousandths plus fourteen thousandths gives six hundred thirty-nine thousandths of an inch.

PROBLEM TWO: Barrel reading of two hundred seventy-five thousandths plus thimble reading of seven thousandths gives total of two hundred eighty-two thousandths of an inch.

PROBLEM THREE: Zero thousandths plus seven thousandths gives seven thousandths of an inch.

PROBLEM FOUR: Barrel reading of seventy-five thousandths plus thimble reading of twenty-two thousandths gives total of ninety-seven thousandths of an inch.

PROBLEM FIVE: Three hundred fifty thousandths plus sixteen thousandths gives three hundred sixty-six thousandths of an inch.

PROBLEM SIX: Barrel reading of two hundred thousandths plus thimble reading of nine thousandths gives total of two hundred nine thousandths of an inch.

PROBLEM SEVEN: Four hundred twenty-five thousandths plus twelve thousandths gives four hundred thirty-seven thousandths of an inch.

PROBLEM EIGHT: Barrel reading of three hundred fifty thousandths plus thimble reading of twelve thousandths gives total reading of three hundred sixty-two thousandths of an inch.

PROBLEM NINE: One hundred seventy-five thousandths plus eighteen thousandths gives one hundred ninety-three thousandths of an inch.

Now then, it's your turn. On worksheet #5 you are to place the correct total micrometer reading in the blank provided. You have five (5) minutes to complete worksheet #5. Good luck!!

END OF SIDE #2

SIDE #3

Good Job!! Our last area of concentration will be problem solving. I have already teased you with some but now I wish to look at them more closely. On your explanation page you will find each problem that I will explain. I will read the questions one at a time pausing between each for explanation. You are to listen carefully and fill in blanks as directed. After we are all done you will be given a worksheet to be done by yourself. Now to the first problem:

(1) A telephone operator worked a 40-hour week plus 10 hours overtime. The hourly wage is $6.00 and time-and-a-half for overtime. How much did the operator make that week?

To find our answer, we should do two separate things. First find regular pay and then find overtime pay. Regular pay is the easiest, simply multiply the hours worked, 40, times the hourly wage, $6.00, to get $240.00. Overtime pay is a bit more involved. It is necessary to find what the time-and-a-half rate would be. There are two main ways to do this. One way is to multiply the hourly rate $6.00 by the decimal equivalent of time-and-a-half, 1.5. Another way is to find half of the hourly rate, namely $3.00, and then add that to the hourly rate $6.00. That is, overtime is the hourly rate plus half the hourly rate. You should use whichever method you are more comfortable with. Both methods give us an overtime rate of $9.00. Overtime pay is then the rate, $9.00, times the hours, 10, to get $90.00. Total pay is now found by adding the regular pay, $240.00, to the overtime pay, $90.00, to get $330.00. Now to problem 2.

(2) A medical patient, Mr. Burch, has a hospital bill of $150.00. He paid $20.00 down and will pay the balance after his insurance pays half of the remaining bill. How much does the insurance company pay and how much does Mr. Burch pay?

This is a very typical situation. With insurance you are normally required to pay a certain part of a bill immediately. This is called your "deductible payment". Once you have paid the initial deductible payment, the insurance company pays a certain percentage of the remaining bill. You are then responsible to finish paying whatever is left on the bill to pay. These deductible payments and percentages vary from one insurance policy to another based on cost, price, and age.

Since Mr. Burch has already paid a deductible of $20.00, there is ony $130.00 left on the bill. The insurance company will pay half of this, or $65.00. Mr. Burch must pay the remaining $65.00. Therefore, of the total bill, the insurance company paid $65.00 and Mr. Burch paid $20.00 plus $65.00, or $85.00. Now to problem 3.

(3) A square of shingles covers 100 square feet. How many squares of shingles will be needed to shingle a roof made of two rectangular surfaces, each measuring 80 feet by 30 feet? At $20.00 per square of shingles, how much will it cost to shingle the roof?

We begin by finding the area of the roof. The area for one side is found by multiplying 80 feet times 30 feet to get 2,400 square feet. Since both sides are exactly the same we double our area to get 4,800 square feet of roof to be shingled. Since one square of shingles covers 100 of these square feet by dividing my area by 100, I see that I will need 48 squares of shingles. To find the total cost, I then multiply $20.00, the cost of one square, times 48, the total number of squares, to get my answer of $960.00. Now for problems 4 and 5.

(4) & (5) Joe Davis is a self-employed plumber, the type of pipe he uses affects the cost to the customer. Previously he used galvanized and copper pipes. He now uses plastic pipes, when possible, to save on labor and material costs.

(a) The price of a 5/8 inch galvanized pipe is $1.00 per foot. Plastic pipe of the same diameter costs 30 cents per foot. How much would be saved by buying 50 feet of the plastic pipe?

and (b) Joe can make plumbing repairs with plastic pipes twice as fast as with galvanized pipe. He estimated that it would take 8 hours of labor to repair the Smith's plumbing using galvanized pipes. At a cost of $25.00 per hour labor rate, what would be the labor cost if plastic pipe was used?

In order to solve part (a), we must know the cost difference between galvanized and plastic pipe. One dollar minus 30 cents gives 70 cents. At 70 cents per foot savings, 50 times 0.70 gives us $35.00 savings.

For part (b), one solution is to find the cost with galvanized and since he works twice as fast with plastic, that is finishes in half the time, divide the galvanized price in half. Galvanized is $25.00 per hour times 8 hours or $200.00. Plastic would be half that or $100.00. Perhaps an easier way is to divide the hours in half and then multiply by $25.00. Thus 4 times $25.00 gives $100.00 as well. Use whichever method works for you.

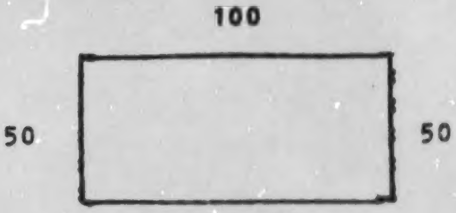
Your turn on our last worksheet. Each problem will be read and then you will have one minute to solve the problem before the next problem is read. Place your answer in the blanks provided. Have a nice day!! Please turn to worksheet #6.

[Read each question in turn, pausing one minute before reading next question.]

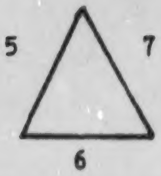
PACKET #5

Explanation Pages

Perimeter = distance around

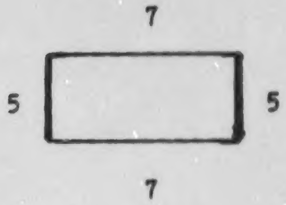


Perimeter = 200 + 100 = 300 units

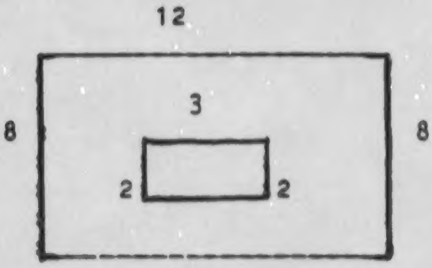


Perimeter = 5 + 6 + 7 = 18

Area = Length times width



A = 5 x 7 = 35

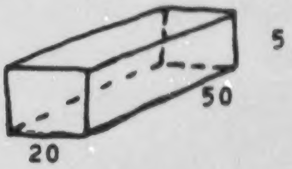


Area wall = 96
Area window = 6

Area to be painted 90 sq. units

Volume = area times distance pushed

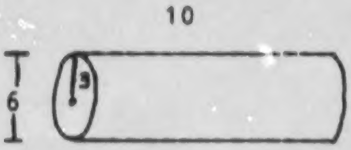
Volume of rectangular 3 dimensional object is V = length times width times height (depth).



Area = 20 x 50 = 1000 square units

Volume = 20 x 50 x 5 = 1000 x 5 = 5000 sq. units

Area circle = πr^2
Volume cylinder = $\pi r^2 h$
radius = 1/2 times diameter



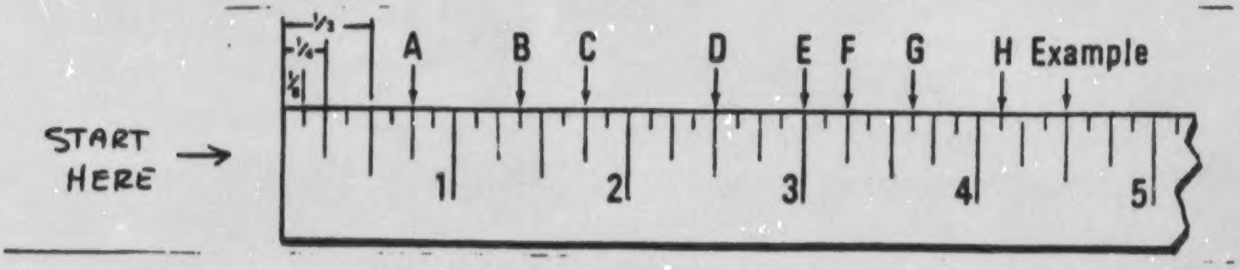
π = 3.14

π = pi

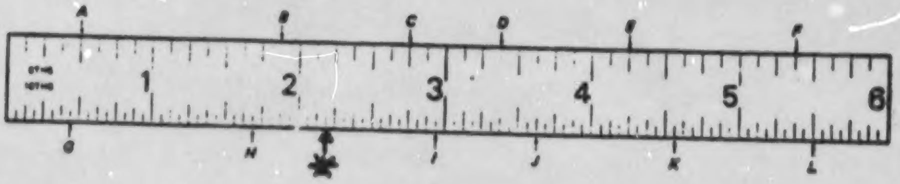
$V = 3.14\,(3)^2\,(10)$

V = 3.14 x 3 x 3 x 10 = 282.6 cubic units

English rule divided into 1/8 divisions.

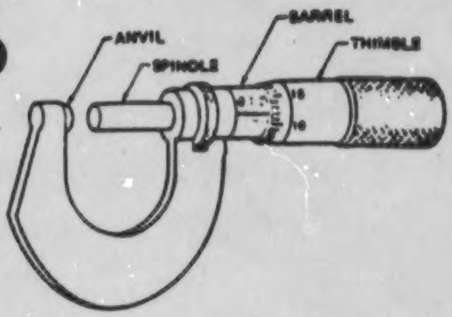

1/2
1/4
1/8
A
B
C
D
E
F
G
H
Example
START HERE
1
2
3
4
5

English ruler divided into 1/16 divisions.


A
B
C
D
E
F
1
2
3
4
5
6
G
H
I
J
K
L

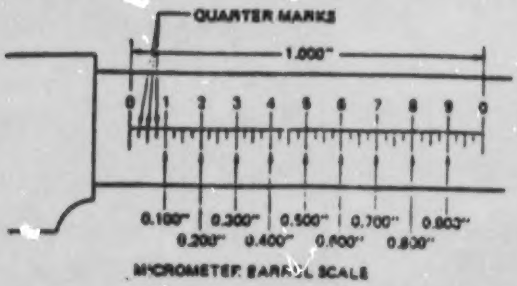
2 3/16 inches

Explaination SHEET FOR micrometers


ANVIL
BARREL
SPINDLE
THIMBLE

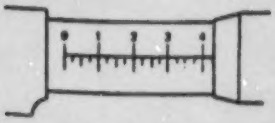
1" OUTSIDE MICROMETER

Figure 3.16 MICROMETER


QUARTER MARKS
1.000"
0 1 2 3 4 5 6 7 8 9 0
0.100" 0.300" 0.500" 0.700" 0.900"
0.200" 0.400" 0.600" 0.800"

MICROMETER BARREL SCALE

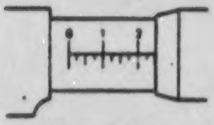
Figure 3.17 BARREL SCALE



READING: 0.425"

Figure 3.18a

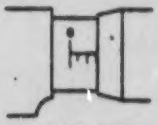
$$\begin{array}{r} .400 \\ +\ .025 \\ \hline .425 \end{array}$$



READING: 0.250"

Figure 3.18b

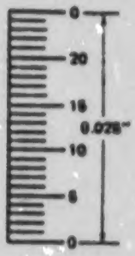
$$\begin{array}{r} .200 \\ +\ .050 \\ \hline .250 \end{array}$$



READING: 0.075"

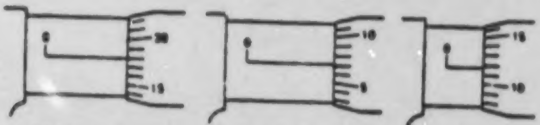
Figure 3.18c

$$\begin{array}{r} .000 \\ +\ .075 \\ \hline .075 \end{array}$$


0
20
15
0.025"
10
5
0

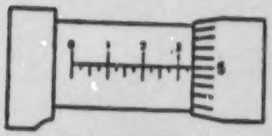
MICROMETER THIMBLE SCALE (0.001")

Figure 3.19 THIMBLE SCALE



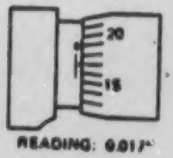
READING: 0.018" READING: 0.007" READING: 0.012"

Figure 3.20



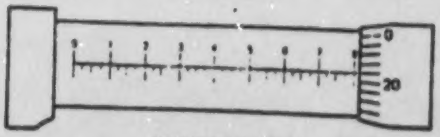
READING: 0.330"

Figure 3.21a



READING: 0.017"

Figure 3.21b



READING: 0.821"

Figure 3.21c

Figure 3.21 a

$$\begin{array}{rl} .325 & \text{(barrel reading)} \\ +\ .005 & \text{(thimble reading)} \\ \hline .330 & \text{(Total reading)} \end{array}$$

Figure 3.21 b

$$\begin{array}{rl} .000 & \text{(barrel)} \\ +\ .017 & \text{(Thimble)} \\ \hline .017 & \text{(Total)} \end{array}$$

Figure 3.21 c

$$\begin{array}{rl} .800 & \text{(barrel)} \\ .021 & \text{(thimble)} \\ \hline .821 & \text{(Total)} \end{array}$$

BEST COPY AVAILABLE

Problem I A telephone operator worked a 40 hour week plus 10 hours overtime. The hourly wage is $6.00 and time and a half for overtime. How much did the operator make that week?

Regular pay = Hours worked times hourly wage
Regular pay = ______________ X ____________ = __________

Overtime pay rate = Hourly pay rate times 1.5
Overtime pay rate = ________________ X _____ = ___________

Overtime pay rate = Hourly rate plus half of hourly rate
Overtime pay rate = ____________ + ______________ = ___________

Total pay = Regular pay + Overtime pay
Total pay = ____________ + _____________ = ___________

Problem II A medical patient, Mr. Burch, has a hospital bill of $150.00. He paid $20.00 down and will pay the balance after his insurance pays half of the remaining bill. How much does the insurance company pay and how much does Mr. Burch pay?

Insurance pays = (Total bill minus deductible) times 50%
Insurance pays = ____________ X .50 = ___________

Mr. Burch pays = deductible plus balance after insurance pays
Mr. Burch pays = ___________ + _________ = __________

Problem III A square of shingles covers 100 square feet. How many squares of shingles will be needed to shingle a roof made of two rectangular surfaces, each measuring 80 feet by 30 feet. At $20.00 per square of shingles, how much will it cost to shingle the roof?

Total area of roof = area of one side times two.
Total area of roof = ______ X ______ X ______ = __________

Total number of squares = total area of roof divided by 100
Total number of squares = ______ - ______ = ___________

Total price = total number of squares times $20.00 (cost per square)
Total price = ______ X ______ = ___________

Problem IV & V Joe Davis is a self-employed plumber. The type of pipe he uses affects the cost to the custer. Previously he used galvanized and copper pipes. He now uses plastic pipes, when possible, to save on labor and material costs.

(a) The price of a 5/8 inch galvanized pipe is $1.00 per foot. Plastic pipe of the same diameter costs 30 cents per foot. How much would be saved by buying 50 feet of the plastic pipe.

Problem IV and V

(b) Joe can make plumbing repairs with plastic pipes twice as fast as with galvanized pipes. He estiamted that it would take 8 hours of labor to repair the Smith's plumbing using galvanized pipes. At a cost of $25.00 per hour labor rate, what would be the labor cost if plastic pipe was used?

Part (a) solution:

Cost difference = Galvanized cost minus plastic cost
Cost difference = ________________ - _____________ = __________
Savings = Cost difference times amount needed
Savings = ________________ X ______________ = ___________

Part (b) solution:

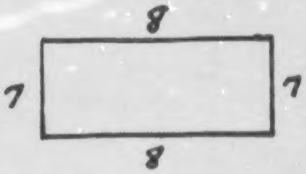
Cost with galvanized = hourly wage times hours worked
Cost with galvanized = ____________ X _____________ = _________

Cost with plastic = galvanized cost divided by 2
Cost with plastic = ____________ - ___________ = ___________

Cost with plastic = hourly wage times hours worked
Cost with plastic = ____________ X _____________ = ___________

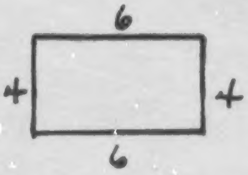
WORKSHEET #1

Place correct answers in blanks provided. Find area and perimeter of following. Assume units already provided.



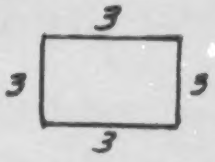
P = ______

A = ______



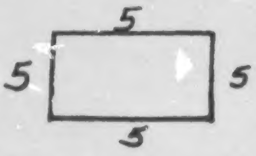
P = ______

A = ______



P = ______

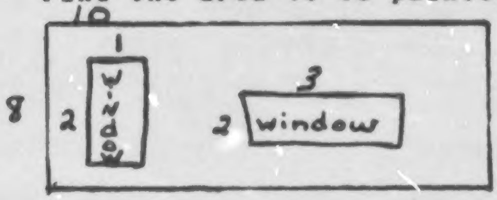
A = ______

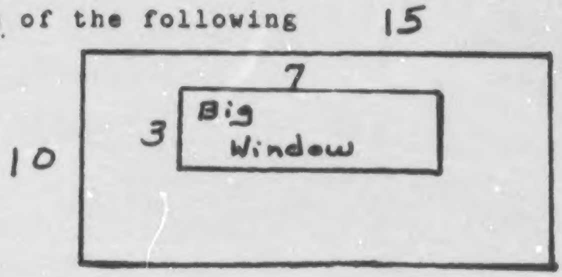


P = ______

A = ______

Find the area to be painted in each of the following

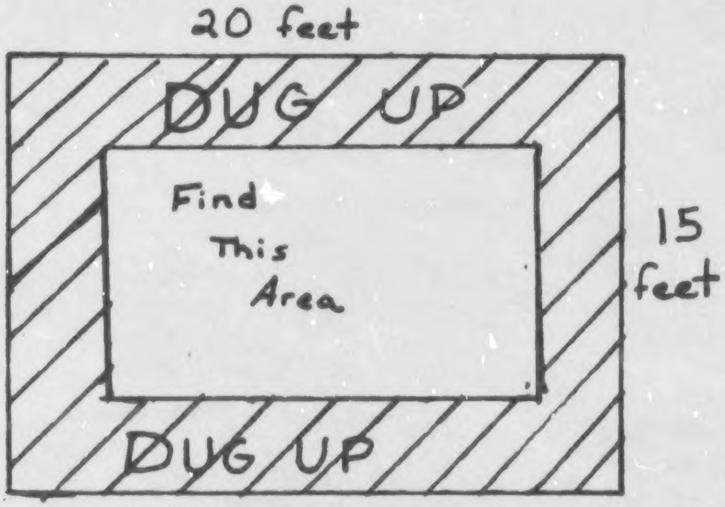

10
1
8
2
window
3
2
window


15
7
3
Big Window
10

A = ________________

A = ________________

Below is a rectangualr piece of ground 20 by 15. If you go ahead and dig up a 3 ft wide border all the way around the property from the inside, how much area of ground is still undug?


20 feet
DUG UP
Find This Area
15 feet
DUG UP

A = ________

WORKSHEET #2

I. Place the correct answers in blanks provided. Find the volume of the following problems. Assume that units provided are correct.

rectangular box that is 5 x 7 x 10	rectangular pool that is 10 x 10 x 5
V = __________	V = __________

recall that the area of a circle is πr^2 and the volume of a cylinder is $\pi r^2 h$. $\pi = 3.14$

Tin can whose radius is 5 and is 6 tall	gas barrel whose diameter is 4 and is 10 long
V = __________	V = __________

II. If water costs $2.00 per cubic foot, how much would it cost to fill a bath tub with water if the tub is 5 feet by 3 feet by 2 1/2 feet.

____

III. If gasoline costs 50 cents a gallon, and there are 5 gallons of gas in every cubic foot, how much would it cost total will a cylinderical gas tank that is 5 feet long and has a diameter of 2. Recall $\pi = 3.14$

____

WORKSHEET #3

Fill in the blanks with the correct missing numbers and words.

1. Coach Bones wants her tallest players to start at center. Joe is 2 meters tall and Carlos is 215 centimeters tall. Who will be the center?

   ____

2. Your recipe for hash requries 1250 grams of hamburger. You bought 2.5 kilograms at the store. Do you have enough hamburger to make the hash.

   ____

3. Karen threw her frisbee 53 feet. Alice threw her firsbee 17 yards. Who threw it the farthest?

   ____

4. Milk sells for 60 cents a quart. You can also buy it by the gallon at $2.00 a gallon. If you need 2 gallons of milk which is cheaper by the quart or by the gallon?

   ____

5. A shipping company charges its customers $5.00 per pound of shipping weight. The Jones had 2.5 tons of goods to move. How much was their bill?

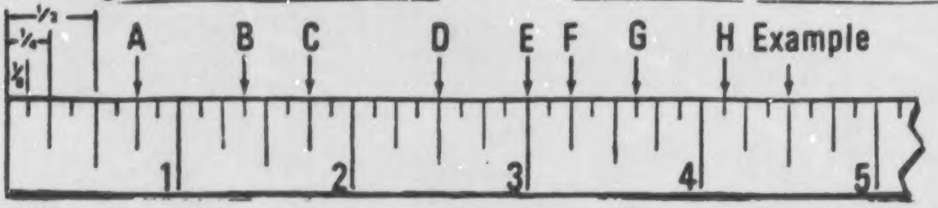
   ________ 2.5 tons by ________ to get ________pounds

   and then that number is multiplied by ________ to get the final answer.

WORKSHEET #4

Place correct answers in blanks provided.

Read this ruler for each of indicated letters. The first one is done as a guide.



1/2
1/4
1/8
A
B
C
D
E
F
G
H
Example
1
2
3
4
5

A = 3/4 in.

B = __________ in.

C. = __________ in.

D. = __________ in.

E = __________ in.

F = __________ in.

G = __________ in.

H. = __________ in.

WORKSHEET #5

Write the reading for each of the micrometer settings shown below in the space provided.

1 ____________

2 ____________

3 ____________

4 ____________

5 ____________

6 ____________

7 ____________

8 ____________

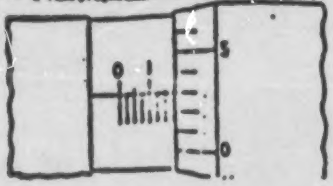
9 ____________

10 ____________

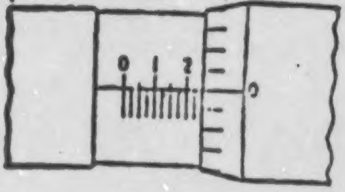
11 ____________

12 ____________

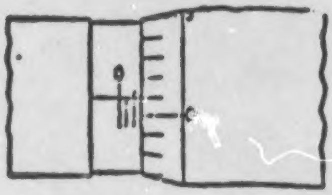
1.



2.



3



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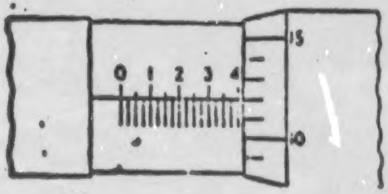

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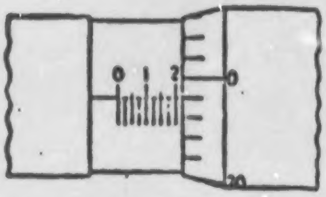
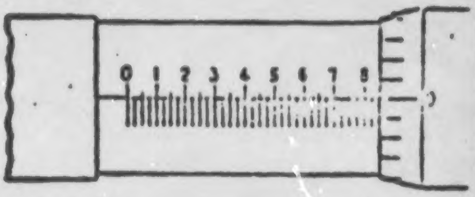


6.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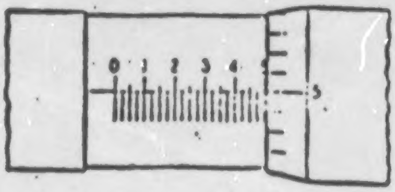
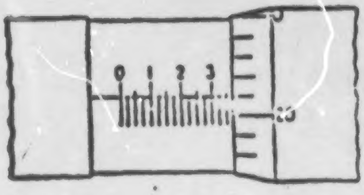
2
3
4
5
6
7
8
0

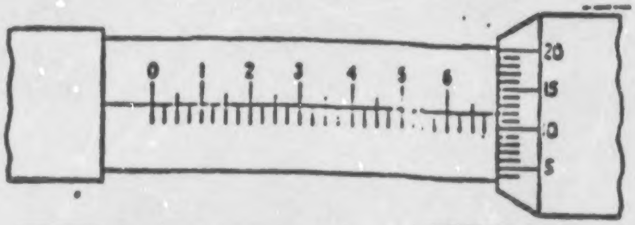
7.



8.



9.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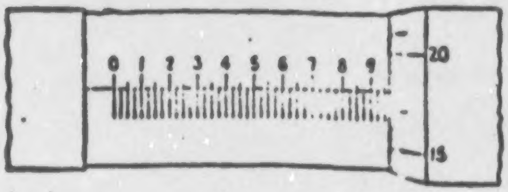
10.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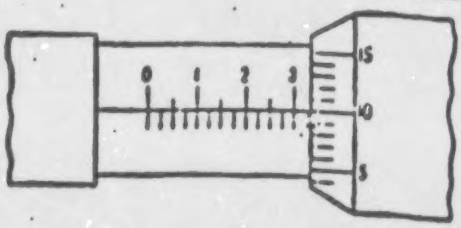
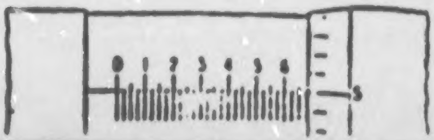
11.



12



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WORKSHEET #6

Place the answers in the blanks provided.

1. A barber charges $5.50 for a haircut and $3.50 for a shave. In one day he had 15 haircuts and 6 shaves. How much did he earn that day?

   ____

2. A fence is 6 feet high and 150 ft. long. How many gallons of paint will be needed to paint the fence if one gallon will cover 450 square feet?

   ____

3. Jim is a keypunch operator. He earns $5.00 per hour with time and one half for overtime and double time for working on Sundays and holidays. This past week Jim worked a regular 40 hour work week plus 4 hours of overtime plus 6 hours on Sunday. How much did he earn for the week?

   ____

4. Bill has a $70.00 deductible health insurance policy. He has medical bills that total $1170.00. His insurance will pay whichever is less of these two amounts:

   a) 80% of the amount after the deductible
   b) $1200

   How much will Bill pay? __________

   How much will the Insurance company pay? __________

PACKET #6

This packet is on computer literacy. The main thrust is to introduce new vocabulary. Worksheets are designed to reinforce vocabulary mentioned on tapes. They also serve to visualize definitions.

Two days should be allowed for this packet.

Day 1: First session (approx. 20-25 min) worksheets #1 & #2.
Second session (approx. 20-25 min) worksheets #3 & #4.

Day 2: Third session (approx 20-25 min) worksheets #5 & #6.
Fourth session (approx 15 min) worksheet #7 review of first 6 worksheets]

Allow extra time to complete worksheets if necessary.

Good morning!! Sit back and bend an ear as today we are going to give you a crash course in computer literacy. Many of you have been exposed to more computer jargon in the past two years than most of your parents have had in a lifetime. That is because it is a relatively new idea that has become increasingly more practical for everyday living while at the same time becoming more affordable for the average person. This is due in most respects to the advent of the microprocesser or "computer on a chip". Back in the 50's and 60's computers were very large monstrosities covering the better part of the biggest classroom you have ever seen. This was necessary because of the large quantities of vacuum tubes that were needed to operate the machine. These tubes are similar to what old TV sets used to have. Please realize that thousands of these tubes were giving off great amounts of heat and consequently the life expectancy of any random tube was very short. Time needed to fix the machine very often exceded the time the machine was actually up and running. Contrast that to the microcomputers that you see advertised today, small, portable, reliable, much more powerful than those early computers and unbelievably less expensive. Compare tens of thousands of dollars to just a couple hundred. In fact your pocket calculator is capable of doing nearly as much and with greater speed than those early first generation computers.

A computer is a highly structured machine, tool if you will, capable of doing very complex arithmetic computations and logical comparisons at a rate of speed incomprehensible to imagine. A microcomputer chip about the size of your fingernail costing about $25.00 has many times the power of the original 18,000 vacuum tube computer, occupies one two millionth of the space and cost one sixteen thousandth of the price and all in 35 years. But please keep in mind a computer is just a machine designed by man. Its main advantages are speed and accuracy. Man, if given the time, could do the same things a computer can do. In fact if it wasn't for man's ability to put the computer together, it could do no work at all.

When a manufacturer makes a computer he builds into the machine certain basic instructions. The instructions allow the machine to add, subtract, multiply, divide, exponentiate, and compare numbers under the operations of less than, greater than, and equal to. The part of the computer which is responsible for the just mentioned capabilities is called the arithmetic/logic unit. Also built into the computer is a set of instructions which controls and prioritizes all the computers activities. This area is called the control unit. These two areas, the arithmetic/logic unit and the control unit, arereferred to jointly as the Central Processing Unit of CPU for short.

Now these built in instructions are stored in a special kind of computer memory called ROM, which stands for Read Only Memory. These built in machine instructions cannot be changed by the user of the machine. In addition they remain inside computer memory no matter if the machine is turned off or turned on. The rest of the computer not used up by the Central Processing Unit is referred to as Main Computer Storage. This is the area of the computer that can be used and controlled by the user of the machine. This controllable and hence changeable type of computer memory is called RAM, which stands for Random Access Memory. This memory is temporary. That is once the machine has been turned off anything that had been placed there disappears for all time. The Central Processing Unit or CPU together with the main Computer Storage section form what is called the processing unit of the computer system. Should the user ever wish to save some of these instructions he has placed in the RAM memory he must save them on some medium which exists after the machine is turned off. Such areas of storage are called auxiliary storage media. These instructions, possibly computer programs or output information are placed on basically two types of media called magnetic disk and magnetic tape. Each kind comes in all sizes and forms. Magnetic tape can be as small as audio cassette tape or as large as 1/2 inch wide and 2400 feet long. Magnetic disks can be as small as a 5 1/4 inch floppy disk up to huge disk packs containing 11 hard disks the size of phonograph records.

To really understand the workings of a computer system it is necessary to break down our discussion into three parts commonly called the IPO cycle. This acronym stands for Input-Process-Output. This IPO cycle is the main function of the computer system. The computer allows input of data, the processing of the data, turning it into useful information, and the outputting of this information.

So far I've thrown out quite a few new vocabulary words. Some probably are familiar, some not. On our first worksheet I've listed a few of the new words and their meanings but not matched up. You are to place the letter of the correct meaning in front of its matching vocabulary word. Many of these words are so important that they will be mentioned over and over again later on. You have ten seconds to match each word with the correct meaning after each meaning has been read. Good luck on worksheet #1.

(read each meaning on worksheet #1 in turn, pausing 10 seconds between each one.)

Good job!! One of the basic operations performed by a computer system is the input of data. The first leg of the IPO cycle. One of the most important ideas to remember about a computer is that it can't work until it gets proper data in. A familiar computer saying is "garbage in - garbage out." Tremendous amounts of money and time are spent each year to insure that good data is fed into the computer, otherwise you may be the one that has to pay a six million dollar phone bill!

There are several ways to get data into the computer. In larger industrial settings computer punch cards, reels of magnetic tape, or hard disk packs all can be fed into the computer. Now that the microcomputer is on the scene, the typewriter like keyboard called a terminal is fast becoming the primary means of entering data into the computer.

Please understand that before a computer can work on the data the data must first be placed in main computer storage. Ever wonder why there is an enter or return key on the keyboard of most computers? By pressing the enter or return key an electric signal is sent to the computer to place what you have just typed into the main computer storage. You are saying to the computer "enter these typed characters into your memory."

A computer stores these typed in characters in a very special, highly structured manner. Each character is given its own very special storage location referred to in computer jargon as a byte. One byte per typed in character. Each byte in turn is organized in a special way to tell the machine which particular character was typed in. Every byte is divided into eight smaller pieces called bits. A bit is sensed by the machine to be either on or off. These various combinations of on and off bits, based on a binary number system are unique and have only one character meaning as interpreted by the computer.

Most computers are capable of holding tens of thousands of these bytes. Remember, one byte is like one typed in keyboard character. A computer symbol called K refers to the number one thousand twenty-four or just one thousand for short. Hence a computer that is advertized as 64K is capable of storing over 64 thousand characters of data each in its own separate location called a byte. Thus 64K refers to 64 thousand bytes of memory. To get an idea of how much capacity is in a computer having 64K, consider that an average person can type four hundred characters per minute. At a nonstop rate this would be over three hours of continuous typing before the machine would be filled up.That's over 16 pages filled with typed in characters. Please understand that in some machines not all 64 thousand bytes of storage is available to the user once the machine is turned on. These storage locations are divided into two general groups. Memory locations used up when the computer was built are called ROM, standing for Read Only Memory, whereas, memory locations available to the user when he turns on the machine are called RAM, standing for Random Access Memory. Thus, when an advertized 64K machine is turned on and the message says 38, 564 bytes free, you know the missing bytes are taken up by the built in ROM memory bytes needed to perform the processing duties of the computer. These ROM bytes are found in the Central Processing Unit. Some are in the arithmetic/logic unit, the rest in the control unit. Again you should be aware that ROM memory locations are always in existence even though the machine may be turned off. RAM memory locations however only exist when the machine is turned on and disappear when the machine is turned off. In a sense the computer starts with a clean piece of paper for you to write on each time you turn on the machine.

Before we proceed any farther let us see how well you are retaining these new vocabulary words. Again you will be expected to match words with their meaning. You will be given ten seconds to find the correct match after the meaning is read. Good luck with worksheet #2.

(Read each meaning in turn, pausing ten seconds before going on to the next meaning.)

Welcome back!! As we have already mentioned there are several devices that allow input into the computer. Any device that is not part of the computer itself, but is a necessary part of the IPO cycle, is called a peripheral. Peripheral devices not only are used for input but are also capable of storing and producing output as we shall see later. There are two general data processing methods that put data into the computer. One method saves up all the data and loads it into the computer in one large group or batch, hence the name batch processing. The other method allows data entry into the computer directly as needed forimmediate processing. This method is called transaction oriented processing. Examples of batch processing would be the processing of payroll checks once or twice a month or the processing of the day's total receipts and cancelled checks as in a bank. Transaction oriented processing examples would be the purchasing of an airline ticket or working on your own microcomputer at home where immediate feedback is given upon data entry. Batch processing is usually reserved for large main frame type computer systems whereas transaction oriented processing relies most heavily on the CRT terminal as found in many small businesses. The letters CRT stand for Cathode Ray Tube. A typical CRT terminal has a typewriter like keyboard and a TV like screen, refered to as the Cathode Ray Tube. If a CRT terminal is used just for data entry and has processing capabilities of its own, it is called a "dumb" terminal. On the other hand if the Cathode Ray Tube terminal is capable of its own data processing as are home computers, it is referred to as an "intelligent" terminal. These intelligent terminals have their own microprocesser or "chip" built right in. The phrase "real time processing" is also applied to transaction oriented processing. Real time processing gets its name because the processing that takes place has an immediate or real effect on the event that is taking place.

We have made much comment on the various ways data can be entered into the computer. Punch cards, magnetic tape, magnetic disk have all been mentioned. There is yet another very common way to get data into the computer. That I am sure everyone of you has experienced. This method is called Optical Character Recognition or OCR for short. Examples of OCR would be the bar codes that are found on the labels of cans in the grocery store, the little boxes you shade in on standardized tests, and the preaddressed labels you find on magazine subscriptions. Another closely related idea is called Magnetic Ink Character Recognition. MICR is found at the bottom of your banking checks. All of these methods allow a variety of flexibility when it comes to the input of data into the computer. Before we look at the process and output segments of the IPO cycle, a worksheet over data input is in order. Again you will be given words and their meanings below. Place the letter of the correct meaning in front of the matching word. You have ten seconds to record your answers. Good luck on worksheet #3.

[worksheet #3]

(read each meaning in turn pausing ten seconds between meanings.)

Up until now we have been concentrating on ways to get data into a computer. Before we look at the processing part of the IPO cycle, have you ever wondered how data from some terminal can be transferred to the space shuttle or across the ocean or across the continental United States? Obviously these bits and bytes must change form. Some very common methods are to transfer data by microwave signals from towers, satellite communications thru space, coaxial cables as under the ocean or simply by means of existing telephone lives. One very common device that allows transmission of data over phone lines has been extensively advertized during the holiday as a gift idea. This special device called an acoustic outlet is nothing more than a unique kind of modem. A modem is a device which changes the digital signals of the computer into analog signals which can be carried over telephone lines. Much the same way as your voice is changed into analog signals for transmission. With an acoustic coupler, the telephone is placed on the computer and the signal from the computer is directed thru the coupler and into the mouthpiece of the telephone. Of course the receiving end of the transmission must have another modem which changes the analog signals back into digital signals for computer acceptance. Once the computer has placed the data into main memory , processing begins. Under control of the Central Processing Units control area the computer crunches numbers, makes necessary logical comparisons, and moves data in and out of main memory as indicated by the instructions found in a computer program. The control unit interprets the computer program's commands and sees to it the instructions are followed as needed. Number crunching is a computer term refering to the computers ability to perform arithmetic computations with numbers at unimaginable speeds. The processing of data by the computer changes the data into a useful form called information. As information, the processed data is ready for output.

The output phase of the computer system may take many forms. Most often with transaction oriented processing the results of processing is displayed on the screen of a CRT Terminal. Another very popular way to display the results of computer processing is the hard copy printout. Many times the information is placed on magnetic disk or magnetic tape until it is needed for further processing at a later date. Still another form of output is called Computer Output Microfilm, COM for short. This method shrinks the output information as much as fifty times before placing it on a roll called microfilm, or on plastic rectangular sheets called microfiche. No matter how it is accomplished, output is the reason we process data in the first place. Therefore it is essential that what comes out of the machine is in a useable form. This form is actually decided upon before the data is entered. Data must be entered and proceeded in such a way as to produce the desired outcome or the whole system has failed in its task. The computer program which must be loaded into main memory, is what carries all these directions for the computer.

Closer to home, most of you are familiar with the CRT terminal and the hard copy printer. Most hard copy printers are of two general types called impact and non-impact printers. You are most likely familiar with printers that print like high speed typewriters. The more expensive ones print solid characters while those that are cheaper print a dot-like form of the character. The better quality, solid character printers are called daisywheel printers while the dot pattern printers are called dot matrix printers. Both of these impact printers are very slow compared to high speed non-impact printers which are capable of printing entire pages and lines at a time rather than a character at a time. A common form of non-impact printer uses laser technology to print so quickly.

Before continuing our discussion any further, we should do another worksheet. As before match the words and meanings. You will have ten second to record the correct answer between readings. Good luck on worksheet #4.

[worksheet #4]

(Read each meaning in turn and pause ten seconds before continuing with next meaning).

Many times after information is produced it is necessary to save it for future use. Much output is actually used for input when it becomes outdated. The medium upon which the processed data is saved is referred to as auxiliary or secondary storage. Primary storage is the main memory of the computer. Another important reason for saving the information output is referred to as backup. This means having copies madeof the program or processed data in case the original version is accidentley lost or destroyed.

As mentioned earlier the two main forms of auxiliary storage media are magnetic tape and magnetic disk. Magnetic tape is one of the most widely used media for backup copies of batch processing. The tape contains records placed in sequential order. This means in order to get the last record or any other record on the tape all records on the tape in front of the one you want must be read first. Records are groups of related data. An example would be a person's mailing address. Transaction processing requires much faster speed and accessibility to information than tape provides so magnetic disk is the main storage medium used.

On magnetic disk, be it hard or floppy, the records are stored in random order and therefore are retrieved in random order. This means that the computer can look for one particular record without having first to read thru a whole bunch of unwanted records.

Files is a term referring to group of relatedrecords. An example of a file would be a person's address book which contains the individual records of names and addresses. Again the two main ways to access files records are sequentially and randomly. Now whether records are stored on auxiliary storage in sequential manner or random access, they must continually be maintained or updated.

There are three basic ways files of records can be maintained. Files can have new records added to them, files can have old records deleted, or files can have existing records modified. Add, change, and delete are the components of file maintenance and are one of the most important applications ever done on a computer. Updating of inventory, year to date payroll processing, accounts receivable, accounts payable all have file maintenance and updating as their life's blood.

For a home user of a microcomputer, many software packages are on the market that help you, the consumer, maintain your own existing records. Some of the more common software packages are word processing programs, electronic spread sheet programs like visicalc, file handling programs, data base programs, inventory control programs and so forth. Software is the actual computer program found on the tape or disk that tells the computer how to accomplish that task it is designed to do. Firmware is a term applied to the physical tape or floppy disk, and hardware is the term applied to the machines be they the computer, the disk drive, the printer, or the cassette recorder that use the software.

You as a consumer must make an intelligent choice of what you would like for the computer to do for you and then buy a machine that will do those ideas with its existing software packages. Since much money can be invested in computer hardware and software, it is vital that you know exactly what it is you want before you buy.

Time now for our 5th worksheet. As before you are to match words with meanings. You have ten seconds to make your decision. Good luck on worksheet #5.

[worksheet #5]

(Read each meaning pausing 10 seconds between readings.)

The last major area of computer literacy to look at is the area of computer programming. Recall it is the computer program that, when loaded into the memory of the computer, tells the computer what to do. There are about as many different computer languages as there are different kinds of computers and then some. Even though all these languages are different they still have one common link. They allow the user to communicate with the computer. Some languages you have probably heard mentioned at one time or another would be Cobol, Fortran, Pascal, RPG and Basic, just to name a few. Many of these languages were designed for very specific purposes. Cobol is a business oriented computer language. Fortran is a scientific related language. ROM does report generations. Pascal is a highly structured computer language used in educational settings. Basic, an acronym for Beginners All-purpose Symbolic Instruction Code, is what is found in many of the home microcomputers.

Please realize that not every computer is capable of accepting or using all computer languages. In fact, most computers are built with the intention of using only one or two. Other computers have adaptability and with modifications can accept more languages.

There are basically two general types of programming languages, low level and high level. Low level machine languages such as assembler are written at the bit and byte level. Many complicated instructions are needed to do very simple tasks. Because of the tediousness and large percentage of programmable errors in writing machine language programs, high level programming languages were created. An individual can write a relatively simple program line which is then changed into machine language by a special computer program already built into the computer. These special programs can be in one of two form, either compiler or interpreter.

A compiler accepts the entire high level symbolic language source program and then rewrites it into a new machine language object program. It is this object program which is run by the computer. With an interpreter each line of the source code is translated into machine language and then executed before another source code line is read in.

Once again, a computer can only execute machine language code. In fact each computer has its own unique machine language that is entirely different from machines made by other companies. Some computers made by the same company are compatible. That is they are capable of using the same language.

Most symbolic high level computer languages are entirely different but still similar. There are two basic categories of words tell a computer what to do. These two categories are found in all languages and machines. These two groupings of words are called system commands and language commands. System commands are words unique to the machine being used. Language commands are words unique to the language being used. Many of these words are found to overlap between machines and languages.

Using the Basic computer language as our main illustration, some system commands are RUN, LIST, LOAD, SAVE, and NEW. These are commands that tell the computer to execute or work the program that is in memory to produce output. List tells the computer to show the user,by displaying on the CRT screen, all the actual program lines that make up the computer program that is in memory. Load tells the computer to get the computer program from auxiliary storage and place it into main memory. Save tells the computer to place the program that is in main memory onto some auxiliary storage medium for future use. New is another way to tell the computer to erase the computer program it now has in memory instead of having to turn off the machine.

These system commands are also known as immediate mode commands because once typed in, the computer immediately does what they say to do. The language or program mode commands are found inside of the computer program itself. These commands are executed by the computer only when it is told to RUN the program. Examples of language commands in the Basic computer language would be READ, END, INPUT, RETURN, GOTO, PRINT, and so forth. Since Basic uses an interpreter each command word is done one at a time in the order dictated by the original computer program. Unless told otherwise by the computer program, the computer will start at the beginning program line and go through the entire program one line at a time in number sequence until it finds the END. Words such as Goto and If tell the computer to not continue in sequential order but to branch to somewhere else in the program. Goto is called an unconditional branch. The computer has no choice but to go where told. The word If is called a conditional branch because the computer has a choice of paths depending upon a true or false answer to a particular question.

Now you may think all this programming stuff is really complicated. Well, it can be!! Because of this difficulty in writing down the lines in some meaningful order to the computer, a method of reasoning called flowcharting was developed. Flowcharting thru a series of special geometric figures and flow lines tells the programmer how to write a program that will solve the given task and also be understood by the computer. Each symbol of the flowchart can be translated into one line of the computer program. In fact if the person writing the program can't make his flowchart solve the problem,he can never get the computer to. This is why all good programmers first flowchart the problem and then actually code the program. They know the program will only be as good as the flowchart that created it.

Now it's time to give you worksheet #6. It too is a matching type worksheet where meanings of words have to be paired up with the words themselves. You will have ten seconds to write down your decision. Good luck on worksheet #6.

[worksheet #6]

(Read each meaning in turn, pausing 10 seconds in between.)

Good Job!!! Well we have tried to condense a lot of material into a couple of hours time. Much of what we have done, you have seen or heard before, much of it not. Should you wish to investigate the fascinating world of computers in more detail check with your home school or the vocational center and see what they have to offer. I bet you will be surprised at how easy it can really be if you only give it a chance. Before we go I want to give you one more worksheet that summarizes our discussion about computer literacy. You will be asked again to match words and their meanings. You will have twenty seconds to make your choice between readings. Good luck on worksheet #7 and all the best in what ever lies ahead in your future.

[worksheet #7]

(Read each meaning, pausing 20 seconds between readings.)

PACKET #6
EXPLANATION PAGES

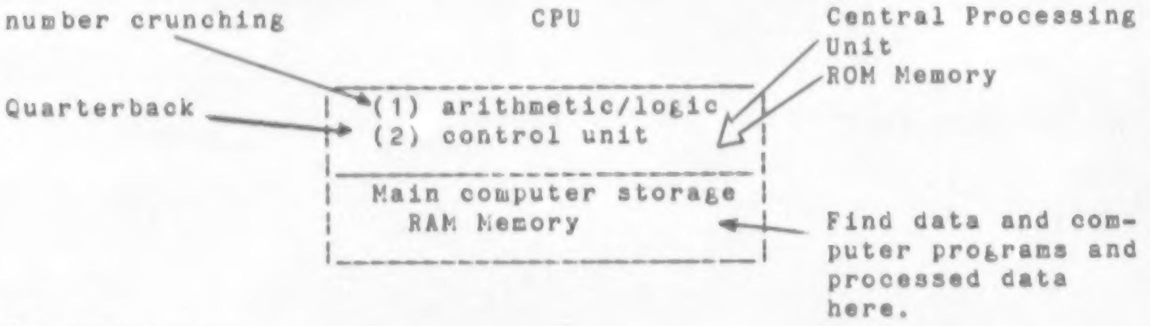
Worksheet #1 and Worksheet #2

First generation computers made up of vacuum tubes, were very large and expensive.

Today's computers made up of "chips". Are very small and cheap.

Computers are very fast and accurate. They add, subtract, multiply, and divide as well as compare numbers.

Computer Processing Unit


number crunching
CPU
Central Processing Unit
ROM Memory
Quarterback
(1) arithmetic/logic
(2) control unit
Main computer storage
RAM Memory
Find data and computer programs and processed data here.

Data input by:

(1) punch cards

(2) magnetic tape

(3) magnetic disk

> auxiliary storage

(4) keyboard terminal

one byte = 8 bits
K = 1024 bytes

IPO cycle
Input-Process-Output

Read Only Memory = ROM -- non-changeable, built in

Random Access Memory = RAM -- changeable, eraseable

Worksheet #3 and Worksheet #4

Peripherals:

(a) printers

(b) disk drives

(c) disk packs

(d) tape decks

(e) card readers

2 Data Processing methods:

(a) batch processing

(b) transaction oriented processing (real time processing)

CRT Terminal--Cathode Ray Tube

(a) dumb

(b) intelligent

OCR--Optical Character Recognition

(a) bar codes

(b) shaded boxes

(c) special characters

MICR--Magnetic Ink Character Recognition--Banks

Data transferred across miles by:

(a) microwave signals

(b) satellite communications

(c) coaxial cables

(d) telephone lines

modem--changes digital to analog and reverse

acoustic coupler--special kind of modem for telephone

Computer programs tell computer what to do.

Information = processed data.

Computer Output Microfilm (COM)

(a) microfilm

(b) microfiche

Output found on:

(a) screens--CRT

(b) printers

(c) tape

(d) disk

Hard copy printers (impact)

(a) daisy wheel--solid

(b) dot matrix--dots

Worksheet #5 and Worksheet #6

Auxiliary storage--secondary storage

(a) magnetic tape--backup copies

(b) magnetic disk

Computer memory is primary storage

Files can be sequential or random access.

Records--group of related data.

File--group of related records.

Files must be updated by adds, changes, or deletions

software	firm ware	hardware
computer programs	tape or disk	computer & peripherals

Computer languages are needed to communicate with computer:

(a) Low-level--machine language like assembler.

(b) High-level--symbolic language like Basic, Cobol, Fortran.

Compiler--writes object code program from source code program.

Interpreter--writes source code line by line into machine language as the line is executed.

Each computer has own machine language into which all instructions must be written. Some are compatible.

System commands--immediate mode

Language commands--program mode

Flowcharting--geometric symbols--graphic solution to problem

Worksheet #3

Match each word with correct meaning below. Put letter in proper blank in front of each word.

__________ batch processing

__________ transaction oriented processing

__________ peripheral devices

__________ OCR

__________ CRT Terminal

__________ MICR

__________ Real Time-Processing

__________ Intelligent Terminal

A. A device used as a computer terminal which contains a TV-like screen and typewriter-like keyboard.

B. The accumulation and processing of data as a group.

C. A terminal with the ability to process data because it contains its own microprocessing chip.

D. A method used by banks to code checks. Called Magnetic Ink Character Recognition.

E. A method of entering data into a computer by means of special bars, shapes, or marks. Called Optical Character Recognition.

F. Data is entered into the computer as the event is taking place, affecting outcome of event. Found in transaction oriented processing.

G. The processing of data is done as the transaction is needed and not as one large batch.

H. Input or output devices necessary in the data processing cycle but no part of the computer itself.

Worksheet #4

Match each word with correct meaning below. Put letter in proper blank in front of each word.

__________ modem

__________ acoustic coupler

__________ CPU

__________ information

__________ dot matrix printer

__________ daisy wheel printer

__________ COM

__________ hard copy

A. A special type of modem which allows a standard telephone headset to be attached to a terminal to allow the transmission of data to a remote computer system.

B. A device which accepts digital signals and converts to analog signal or accepts analog and converts to digital.

C. Computer output microfilm, a technique used to record output from a computer as very small images on a roll or sheet film.

D. An impact printer capable of solid letter, quality print characters.

E. A printer that forms characters by a series of small dots.

F. Area of computer which is responsible for processing by interpreting computer program instructions, performing calculations, moving data to main storage, and controlling input/output operations.

G. Processed data in useable form.

H. Printed version of computer output onto paper.

Worksheet #5

Match each word with correct meaning below. Put letter in proper blank in front of each word.

__________ secondary storage

__________ primary storage

__________ sequential files (access)

__________ random access files (access)

__________ file maintenance

__________ hardware

__________ software

__________ record

A. The process in which files are changed with additions, deletions, or changes to reflect latest information. Also called updating.

B. The ability to retrieve records in a file without reading any previous records.

C. Files stored and accessed one after another, normally in ascending or descending sequence.

D. Auxiliary storage media.

E. Main computer memory.

F. Individual groups of related information referring to one common idea like a person's mailing address.

G. Programs written for computer systems.

H. Machines that run and process software.

Worksheet #6

Match each word with correct meaning below. Put letter in proper blank in front of each word.

__________ computer program

__________ flowcharting

__________ compiler

__________ interpreter

__________ machine language

__________ high-level languages

__________ system commands

__________ program mode commands

A. A program that reads source code program statements and immediately executes those statements one at a time.

B. A program that changes symbolic source code program to object code machine language program before executing object code program.

C. A series of instructions which directs the computer to perform a sequence of tasks to produce desired output.

D. Low-level language in bit form that computer can directly execute. Assembler is a form of this language.

E. The process of graphically depicting the detailed steps in the solution of a problem using geometric figures.

F. Command words that are found inside of computer programs that tell the computer to do various tasks when program is being executed.

G. Symbolic languages developed for ease of user that communicate with computer using words rather than bit configuration.

H. Commands that tell computer how to manipulate the computer program. Known as immediate mode commands.

Worksheet #7

Match each word with correct meaning below. Place correct letter in proper blank in front of each word.

__________ applications software

__________ chip

__________ compatability

__________ CPU

__________ CRT

__________ disk

__________ flowchart

__________ hard copy

__________ hardware

__________ high-level language

__________ K

__________ keyboard

__________ load

__________ memory

__________ microcomputer

__________ modem

__________ output

__________ peripherals

__________ printer

__________ program

__________ RAM

__________ ROM

__________ SAVE

__________ software

__________ word processor

A. Information printed by the computer onto paper.

B. Used to describe amount of computer memory. Equals 1024.

C. A machine that transfers information stored in the computer onto paper.

D. To store information or programs that exist in memory onto tape or disk.

E. A small component that contains the memory of the computer.

F. A diagram on paper that shows all the logical steps necessary to write a program.

G. The place in a computer where data and programs are stored.

H. Random Access Memory.

I. A program that allows the user to write, edit, or rewrite whole pages of text.

J. Central Processing Unit.

K. A magnetic medium used for storing information and programs. Can be hard or floppy.

L. Programs that instruct the computer to perform one task or group of related tasks such as inventory control or payroll disbursement.

M. A device that makes it possible to transmit and receive computer data over telephone lines.

N. Computer programs.

O. A TV monitor used to display information or programs.

P. Read Only Memory.

Q. Enter a program from an external storage device into computer memory.

R. The ability of anything in a computer system to work with anything else.

S. Hardware accessories for a computer, such as disk drive, printer, or modem.

T. A small computer designed primarily for home or small business use.

U. A set of step-by-step instructions that tells a computer how to solve a given problem.

V. The physical non-changing parts of a computer system.

W. Computer-generated information that is transferred to monitor or paper.

X. Designed much like that of a typewriter. Used to enter data into a computer.

Y. A programming language that resembles an ordinary spoken language such as BASIC.

This test is to be given on completion of packets. I would recommend that it be taken as a sit down test at the AVC and given to both control group and graded group. This should measure whether learning on the bus is feasible rather than a pre-post idea to measure if student learned anything.

TEST

Place correct answers on answer sheet.

1. What is the place of the underlined digit? $6\underline{2}8{,}519$

2. What is the place of the underlined digit? $12{,}1\underline{5}4$

3. Compare using =, <, or >

   a. 8,059 ____ 8,081 b. 3,196,082 ____ 3,196,028

4. ADD the following:

   a. $\begin{array}{r} 4{,}784 \\ +86{,}923 \\ \hline \end{array}$ b. $\begin{array}{r} 27{,}944 \\ +61{,}027 \\ \hline \end{array}$ c. $\begin{array}{r} 28{,}145 \\ 977 \\ +8{,}412 \\ \hline \end{array}$ d. $\begin{array}{r} 56{,}184 \\ 23{,}479 \\ +11{,}099 \\ \hline \end{array}$

5. Subtract the following:

   a. $\begin{array}{r} 847 \\ -352 \\ \hline \end{array}$ b. $\begin{array}{r} 4{,}506 \\ -2{,}178 \\ \hline \end{array}$ c. $\begin{array}{r} 56{,}911 \\ -37{,}426 \\ \hline \end{array}$

6. Multiply the following:

   a. $\begin{array}{r} 22{,}124 \\ \times \quad 6 \\ \hline \end{array}$ b. $\begin{array}{r} 356 \\ \times 100 \\ \hline \end{array}$

7. Divide the following:

   a. 5,800 ÷ 100

   b. 64,000 ÷ 80

TEST

Place correct answers on answer sheet.

8. Write the fraction $\frac{15}{24}$ in lowest terms.

9. Write the improper fraction $\frac{28}{6}$ as a mixed number.

10. Write the mixed number $8\frac{4}{5}$ as an improper fraction.

11. What is the LCD for $\frac{3}{8}$ and $\frac{1}{6}$?

12. What is the LCD for $\frac{1}{3}, \frac{2}{9}, \frac{3}{4}$?

13. Compare using =, <, or >.

a. $\frac{7}{8}$ ___ $\frac{7}{9}$ b. $\frac{3}{5}$ ___ $\frac{2}{3}$

14. ADD the following.

a. $\frac{4}{5} + \frac{3}{5}$ b. $6\frac{3}{8} + 4\frac{5}{8}$ c. $\frac{7}{8} + \frac{2}{7}$ d. $3\frac{1}{3} + \frac{2}{9}$

15. Subtract the following.

a. $\frac{15}{16} - \frac{3}{16}$ b. $21 - 7\frac{3}{5}$ c. $\frac{5}{5} - \frac{5}{8}$

16. Multiply the following.

a. $\frac{3}{5} \times \frac{7}{18}$ b. $3\frac{1}{2} \times 3\frac{1}{2}$

17. Divide the following.

a. $\frac{5}{24} \div \frac{1}{6}$ b. $8\frac{1}{3} \div \frac{5}{9}$

TEST

Place correct answers on answer sheet.

18. What is the place of the underlined digit? $.01\underline{2}58$

19. What is the place of the underlined digit? $1.2\underline{0}45$

20. Round 3.2499 to nearest tenth.

21. Round 100.087 to nearest hundredth.

22. ADD the following:

a. $\begin{array}{r} 3.0157 \\ +0.8263 \\ \hline \end{array}$ b. $\begin{array}{r} 0.8158 \\ +22.53 \\ \hline \end{array}$ c. $\begin{array}{r} 3.8 \\ 2.054 \\ +0.0724 \\ \hline \end{array}$

23. Subtract the following:

a. $\begin{array}{r} 2.8631 \\ -1.2543 \\ \hline \end{array}$ b. $\begin{array}{r} 6.75 \\ -2.3125 \\ \hline \end{array}$ c. $\begin{array}{r} 13.8 \\ -2.0754 \\ \hline \end{array}$

24. Multiply 0.4256 by 100.

25. Divide 0.42 by 100.

26. Compare using =, >, or <.

a. $3\frac{5}{6}$ ___ 3.9 b. 1.1 ___ $1\frac{1}{10}$

TEST

Place correct answers on answer sheet.

1. Write correct symbol for each of the following.

   a. milliliter b. centigram c. kilometer

2. State the smaller unit.

   a. millimeter or centimeter b. liter or kiloliter

3. Fill in blank with correct missing number.

   a. 147 mm = _____cm
   b. 4.5 km = ____m
   c. 1100 mm = ____m
   d. 14.7 g = ____mg
   e. 4.72 L = ____mL
   f. 143 g = ____kg
   g. 3 1/2 ft = ____in.
   h. 80 in. = ____yd
   i. 1 1/2 mi = ____ ft.
   j. 3 1/2 lb = ____oz
   k. 10 c = ____pt
   l. 9 1/4 gal = ____qt

4. Compute the following:

   a. 8 ft 8 in
      +6 ft 4 in

   b. 12 lb 3 oz
      - 9 lb 5 oz

   c. 5 gal 3 qt
      x 6

   d. 3 T 40lb divided by 2

TEST

Place correct answers on answer sheet

5. Write following as a percent.

   a. $\frac{35}{100}$ b. $\frac{625}{100}$ c. $\frac{7}{25}$ d. $\frac{9}{4}$

6. Write as a fraction in lowest terms.

   a. 25% b. 37.5% c. $\frac{1}{2}$%

7. Write as a decimal.

   a. 74% b. 23.7% c. 567%

8. Write as a percent.

   a. .625 b. .125 c. 9.3

9. What is 32% of 45?

10. What is 325% of 9?

11. What percent of 8 is 10?

12. What percent of 2000 is 5?

13. 18% of what number is 11.7?

14. 8.2% of what number is 20.5?

TEST

Place correct answers on answer sheet.

1. Joan bought a radio for 80% of list price. If she paid $52, what was the list price.

2. Jan wants to buy 4.5 L of pop. Her glass holds 500 ml. How many glasses of pop will she buy?

3. When the electricity went off the temperature in Jim's freezer rose from -13 C to 8 C. How many degrees did it rise.

4. If a can of dog food costs $.47, how much will 12 cans cost?

5. Bill made some acid in chemistry by mixing 1 2/3 pt of water with 1/2 pt hydrochloric acid. How much total solution did he make?

6. John had 3 1/4 gallons of bug spray. He used a third of it the first day. How much did he have left for the next day?

7. Fred earned $943 in commission plus his normal salary of $250. How much total did he get paid?

TEST

Place the correct answers on answer sheet.

8. Find perimeter of rectangle that has width 4.2 cm and length 26.2 cm.

9. Find area of rectangle in problem 8.

10. Find volume of box created by rectangle in 8 if the rectangle is pushed 5 cm.

11. The barrel reading of a micrometer shows 2 and the thimble reading shows 15. What is the total micrometer reading?

12. On a normal ruler what division is found between fourths and sixteenths.

13. A dishwasher makes $3.50 an hour, plus time and a half for overtime. Working 40 regular hours and 12 overtime hours, how much did he earn?

14. Mr. Schnoor, a math teacher, spends several hours a day grading papers at home. This week he spent 2 hours, 1 hour, 3 hours, 2 1/2 hours, and 3 1/2 hours grading papers. If his total weekly free time is 30 hours, what percent of his time does he spend grading papers.

TEST

Place the correct answer on answer sheet.

A. Bit
B. Batch Processing
C. Peripherals
D. File
E. Floppy Disk
F. Daisy wheel

______1. All of the data records in a group.

_____2. A flexible magnetic input device.

______3. Processing data as a group at one time.

_____4. The smallest piece of computer data.

______5. A printer having spokes and full character letters.

_____6. Parts of a computer system but not the computer itself.

______7. Memory built into the computer is called: (A) ROM (B) auxiliary (C) RAM (D) CPU

______8. K stands for approximately (A) 100 (B) 1000 (C) 10,000 (D) 100,000 (E) 1,000,000.

______9. An arithmetic/logic unit can (A) read print (B) make comparisons (c) store data (d) output data.

_____10. Which is an input and an output device? (A) Keyboard (B) Disk Drive (C) Punch Card (D) Printer.

TRUE OF FALSE.

____11. A computer must be given instructions in machine language in order to perform tasks.

____12. In the future very few jobs will be affected by the computer.

Answer sheet for pages 1, 2, and 3.

PAGE 1

1. __________

2. __________

3a. __________

3b. __________

4a. __________

4b. __________

4c. __________

4d. __________

5a. __________

5b. __________

5c. __________

6a. __________

6b. __________

7a. __________

7b. __________

PAGE 2

8. __________

9. __________

10. __________

11. __________

12. __________

13a. __________

13b. __________

14a. __________

14b. __________

14c. __________

14d. __________

15a. __________

15b. __________

15c. __________

16a. __________

16b. __________

17a. __________

17b. __________

PAGE 3

18. __________

19. __________

20. __________

21. __________

22a. __________

22b. __________

22c. __________

23a. __________

23b. __________

23c. __________

24. __________

25. __________

26a. __________

26b. __________

Answer sheet for pages 4 and 5.

PAGE 4

1a. ________ 1b. ________ 1c. ________

2a. ________ 2b. ________

3a. ________ 3b. ________

3c. ________ 3d. ________

3e. ________ 3f. ________

3g. ________ 3h. ________

3i. ________ 3j. ________

3k. ________ 3d. ________

4a. ________ 4b. ________

4c. ________ 4d. ________

PAGE 5

5a. ________ 5b. ________

6a. ________ 6b. ________

6c. ________

7a. ________ 7b. ________

7c. ________

8a. ________ 8b. ________

8c. ________

9. ________

10. ________

11. ________

12. ________

13. ________

14. ________

Answer sheet for pages 6, 7, & 8.

PAGE 6

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________

PAGE 7

8. __________
9. __________
10. __________
11. __________
12. __________
13. __________
14. __________

PAGE 8

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________
10. __________
11. __________
12. __________